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ABSTRACT

Designed to facilitate the emulation of exemplary components of the South Burlington School District (Vermont) program to develop a teacher training model for the implementation of career education, these six modules include guidelines for inservice programs and workshops, handouts, transparencies, and reference materials. An Introduction to Career Education introduces the concept to educators and community persons by establishing the need, defining terms, and clarifying student outcomes. Grade Level or Content Area Activity Day acquaints teachers with career education concepts and methods to (1) integrate them into existing curricula, (2) examine materials and prepare activities and materials for classroom use, and (3) sequentially organize curricula and career education goals within a school and/or school district. The Community Career Education Extension Service: Parent Coffees explains how to organize small meetings in neighborhood homes to include parents in career education programs. College Introduction to Career Education is for students, potential teachers, and other interested community members. Interview Workshop is a core workshop on techniques for interviewing local business personnel and its relationship to curriculum. A Design for Career Education, South Burlington, Vermont, is Module 6. To ensure a comprehensive continuum for career education activities, it includes an Implementation Strategy for K-12 and the division of responsibilities for administrators, department chairpersons, guidance personnel, and teachers. (YLB)

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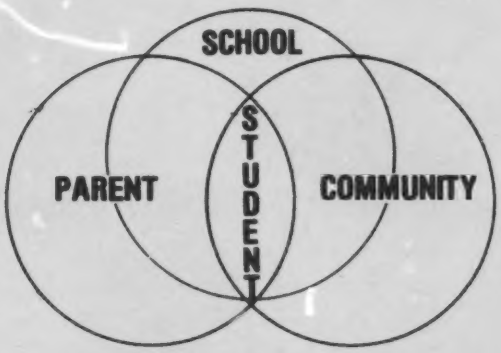
SOUTH BURLINGTON CAREER EDUCATION PROJECT
TRAINING MODULES



South Burlington School District
South Burlington, Vermont
June 1979

CE026 207

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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SOUTH BURLINGTON CAREER EDUCATION
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The South Burlington School District received a federal grant from the United States Office of Education (#G0078C0034) to develop a teacher training model for the implementation of Career Education.

In order to facilitate the emulation of exemplary components of this program, six modules have been prepared for dissemination. We believe these concepts can be incorporated into other schools throughout the country by using the enclosed materials as guidelines for in-service, for workshops and as handouts, transparencies and reference materials.

The Training Modules are:

1. An Introduction to Career Education
2. Grade Level or Content Area Activity Day
3. Community Career Education Extension Service: Parent Coffees
4. College Introduction to Career Education
5. Interview Workshop
6. The South Burlington Design for Career Education and the Implementation Strategy

The materials in this publication were prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare. However, the points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

South Burlington Career Education
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AN INTRODUCTION TO CAREER EDUCATION

This Module is designed to introduce the concept of Career Education to educators and community persons by establishing the need, defining terms and clarifying student outcomes. It also serves as a good introduction to the other modules.

Barbara-Jan Wilson
Project Administrator
South Burlington Career Education
South Burlington School District
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June 1979

AN INTRODUCTION TO CAREER EDUCATION

1. Opening Activity
2. The Importance of an Occupation (TR)
   - brainstorm responses
   - show transparency
3. The Career Development Chart (TR)
   - where are you in this process
   - show transparency
4. Review Statistics (TR)
5. What Happens to Students? (TR)
6. Career Education Goals and Outcomes (TR)
7. Four (4) Definitions (TR)
8. Phases of Career Education (TR)
9. School/Home/Community (TR)
10. Discussion of school's Career Education Program

Hand Out: Why Career Education

Thanks to Dr. Gail Anderson, MA., and to The Cashmere, WA. Career Education Program for inspiration on content of this module.

SUGGESTED OPENING ACTIVITIES

1. Ask participants to jot down responses to the following questions:

   Where do you live?

   Why would you move?

   What do you do for recreation?

   Whom do you do it with?

   Let them share answers in small groups.

   Discuss in large group how these answers relate to their jobs.

   Show transparency on "The Importance of an Occupation to the Individual, The Family and Society".

   Proceed with Introductory Module.

2. Ask participants to "Think back to the time when you were ten years old. It is Thanksgiving Day; the aroma of turkey fills the air. The door bell rings and in walks Aunt Mary. She gathers you into her arms and asks, 'What are you going to be when you grow up?'"

   Share answers. (Responses range from astronaut to nun to cowboy) Discuss who influenced that early decision and who influenced where we are today.

   (Thanks to Dr. John Vogelsang, VT. for this activity.)

3. Ask participants what are their definitions of Career Education. Discuss.

(All activities could be turned into interview situations by asking participants to interview each other and then introduce neighbor to group through answers to the questions.)

THE IMPORTANCE OF AN OCCUPATION TO THE INDIVIDUAL, THE FAMILY AND SOCIETY

ONE'S OCCUPATION DETERMINES:

- Standard of Living
- Prestige and Social Activities
- Service to Humanity
- Friends and Associates
- Welfare of Children
- Outlook on Life
- Security in Old Age
- Self Realization
- Satisfaction in Life
- Location of Home
- Health
- Philosophy and Education
- Contribution to Mankind
- Use of Leisure Time

"CAREER DEVELOPMENT" REFERS TO A DEVELOPMENTAL PROCESS, EXTENDING OVER ALMOST THE ENTIRE LIFE SPAN, THROUGH WHICH PERSONS DEVELOP THE CAPACITY FOR AND ENGAGE IN WORK AS PART OF THEIR TOTAL LIFESTYLES. AS A PROCESS IT IS TYPICALLY THOUGHT OF IN THE DEVELOPMENTAL STAGES OF:

S E L F A W A R E N E S S

CAREER AWARENESS

CAREER EXPLORATION

CAREER DECISION MAKING

CAREER PLANNING & PREPARATION

CAREER ESTABLISHMENT

CAREER MAINTENANCE

CAREER DECLINE*

Career Development is a Life-Long Process in which individuals make decisions about Career preparation entrance, maintenance and or adjustment.. Career Development is the product of individual growth patterns and impinging external forces.**

* A Primer for Career Education, Kenneth B. Hoyt, Director, Office of Career Education, U.S. Office of Education, 1977.

** Life Role Development Model, Rural America Series, Center for Vocational Education, Ohio State University, 1977.

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IS THERE A NEED?

30,000 types of jobs will be available in 1980 as opposed to 21,000 today.

"Dictionary of Occupational Titles"
U. S. Department of Labor

By the year 2000, 2/3 of today's kindergarten students will fill jobs not in existence today.

U. S. Department of Labor

60% of the products to be made in the 1970's had not even been invented in 1969.

Stanford Research Institute

The demand for unskilled labor has dramatically declined, even at the "entry" level.

U. S. Department of Labor

50% of job openings in the 70's will require training beyond high school, but less than four years of college.

U. S. Office of Education

The number of jobs requiring a 4-year college degree has declined from 20% to 17% of all jobs in the period 1967-71

U. S. Department of Labor

3/4 of both eighth and eleventh grade students want more help with career planning.

1/2 of both eighth and eleventh grade students feel they receive little or no help with career planning.

The biggest need among older students for guidance from counselors was help in career planning rather than for help in solving personal problems.

"Nationwide Study of Student Career Development", American College Testing Program

80% of our lives will be spent working or in pursuit of work. Yet 44% of people feel "trapped" by their work. Only 23% feel a minimum of satisfaction.

Vermont Job Services, 1979

Women in Vermont make on the average $6600.00.

Men in Vermont make on the average $10,400.00.

A College educated woman makes less than a man with an 8th grade education (National average).

Noreen O'Connor
Sex Equity Consultant, Vermont

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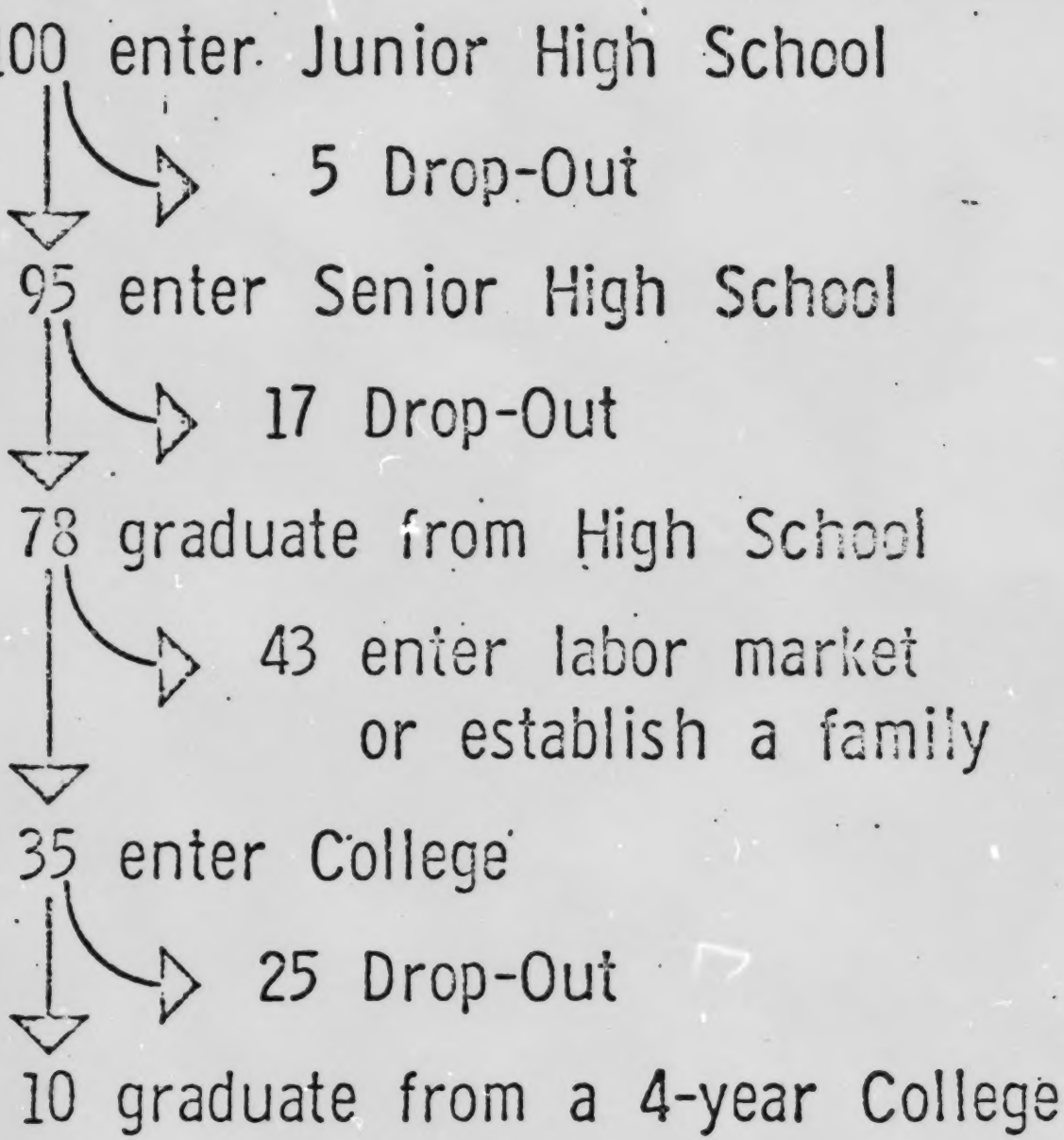
" WHAT HAPPENS TO STUDENTS ? "



SOUTH BURLINGTON CAREER EDUCATION GOALS

1. SELF AWARENESS

   The student knows himself/herself and develops a personal value system.

2. INTERPERSONAL RELATIONSHIPS

   The student is able to get along with others.

3. LEISURE PREFERENCES

   The student is aware of his/her leisure preferences and understands that one person's leisure is another's occupation.

4. DECISION MAKING

   The student is able to use information in determining alternatives and reaching decisions.

5. WORK VALUES, ATTITUDES AND HABITS

   The student develops and understands the necessity for, and practices, good work values, attitudes and habits.

6. COMMUNICATION AND COMPUTATION SKILLS

   The student masters the basic competencies and the skills necessary for social and occupational success.

7. CAREER IMPLICATION OF SUBJECT MATTER AND SCHOOL EXPERIENCES

   The student perceives the relationship between education and life roles.

8. SOCIO-TECHNOLOGICAL-ECONOMIC-POLITICAL UNDERSTANDING (STEP)

   The student understands the influences of society, technology, the economy and politics on his/her life.

9. CAREER AWARENESS - OPTIONS AND CHOICES

   The student acquires knowledge of the wide range of careers.

10. MARKETABLE SKILLS AND ADAPTABILITY

    The student acquires the skills necessary to gain and maintain employment in an everchanging world.

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DEFINITIONS OF CAREER EDUCATION

Career comes from the French word "carriere" which means "a course through life."

Career Education exposes students to the variety of options available to them and gives them the skills to chart this "course through life".

Career Education is an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge skills and attitudes necessary for each to make work a meaningful, productive and satisfying part of his/her way of living.

Kenneth B. Hoyt, Director
Office of Career Education
U. S. Office of Education, 1977

The term "career" denotes many settings (home, school, occupation, community); many "roles" (student, worker, consumer, citizen, family member); and many "events" (job entry, marriage, leisure and retirement)...

Thus Career Education is conceived as a life centered approach to education - one that infuses all of education. It is a complete educational concept, focuses on all phases of life, is education over the life span, is open and continuous, involves all educational staff, is community based education and is accountable education.

quoted from Gysbers in "Life Centered Career Education: A Competency Based Approach" edited by Donn E. Brolin, 1978

Career Education seeks, in its implementation, four basic changes in the teaching/learning process:

1. to serve as a vehicle of bringing a sense of meaningfulness and purposefulness to the teaching/learning process on the part of both students and teachers;
2. to change the teaching/learning process through consciously emphasizing the positive accomplishments of students:
3. to increase variety in the teaching/learning process through active involvement of the broader community;
4. to establish a conscious and conscientious effort, in every classroom, to emphasize and reward the practice of good work habits.

Walter Faulkner, Coordinator
Vermont State Career Education, 1979

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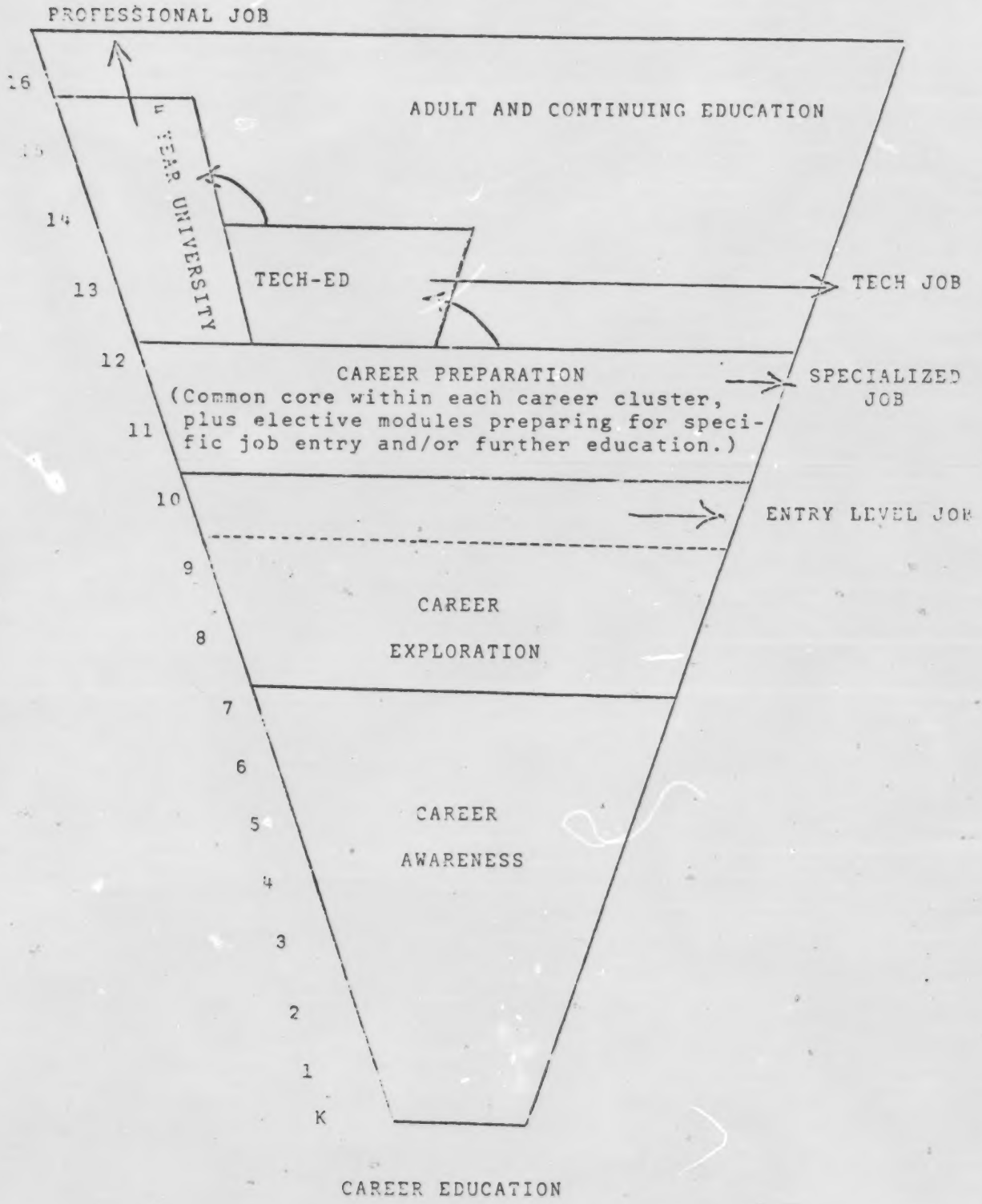
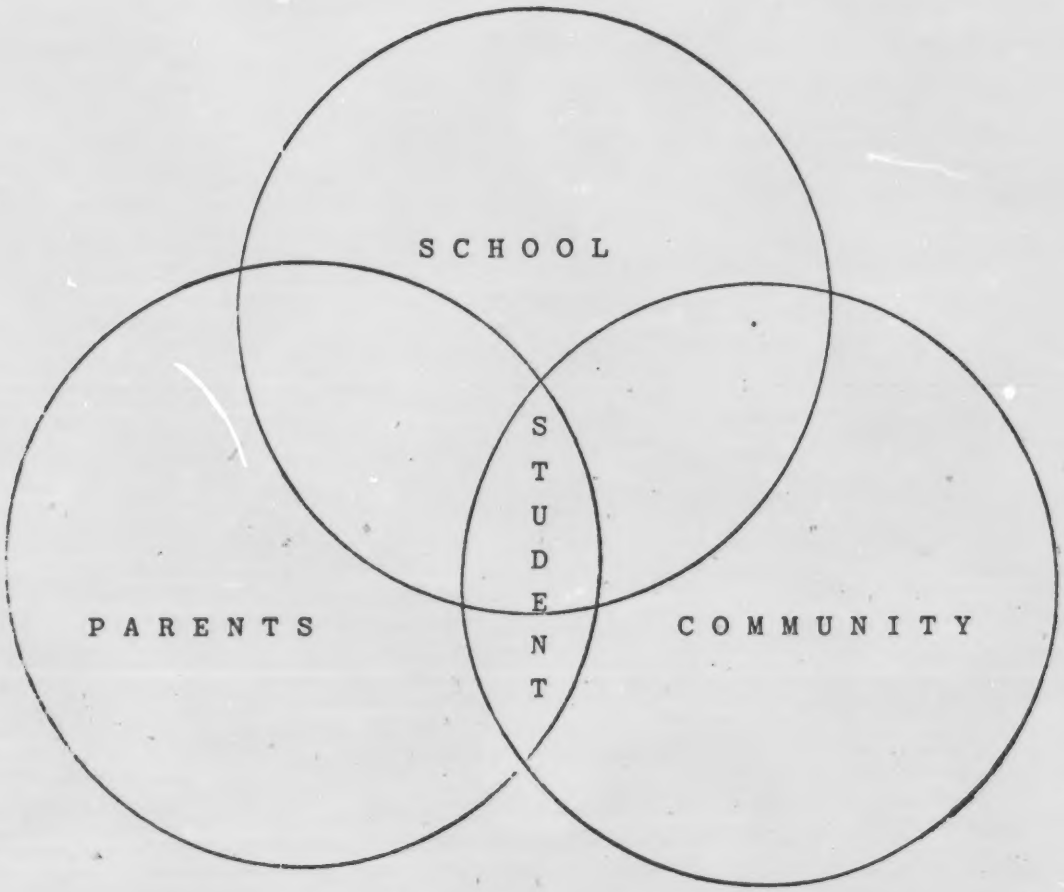

PROFESSIONAL JOB
16
ADULT AND CONTINUING EDUCATION
14
YEAR UNIVERSITY
TECH-ED
13
TECH JOB
12
CAREER PREPARATION
(Common core within each career cluster, plus elective modules preparing for specific job entry and/or further education.)
SPECIALIZED JOB
11
10
ENTRY LEVEL JOB
9
CAREER
8
EXPLORATION
7
6
CAREER
5
AWARENESS
4
3
2
1
K
CAREER EDUCATION



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SOME QUESTIONS ABOUT CAREER EDUCATION

1. WHAT IS "CAREER EDUCATION"?

Career Education is the total effort of education and the community to assist all persons to include the values and skills of a work oriented society into their own lives so that work becomes possible, meaningful and satisfying to each individual. It is a concept founded on the belief that K-12 learning should prepare all students for their various life roles. Rapid changes taking place in today's world require new strategies in preparing students to make appropriate decisions regarding their vocational, avocational and educational "careers".

2. ISN'T KINDERGARTEN A LITTLE YOUNG TO BEGIN DISCUSSING FUTURE CAREERS?

Kindergarten deals with attitude toward self, others and life around us. Attitude toward self and the world of work are a part of career education. Children are not expected to choose a career at this stage, but they are aware of workers and can learn to appreciate what they do.

3. ARE YOU TRYING TO PROGRAM CHILDREN INTO JOBS TO FIT MANPOWER NEEDS?

No. We are trying to equip people to find a place in life which suits them. Part of this is a job, but they need to be able to adjust to changing job requirements with knowledge of what they can do as related to what they want to do. We are using current manpower information so that students can set realistic goals using available data regarding job opportunities.

4. IS IT THE INTENT OF CAREER EDUCATION TO TAKE EMPHASIS OFF THE NEED FOR A COLLEGE EDUCATION?

Career Education is NOT "anti-college" or "pro trade skills". One of the aims of the Career Education program is to achieve 100% placement of the high school graduates--that is, placement in one of our categories; the active job market; apprenticeship program; junior college; or a university. Career Education encourages a university education for all students interested in a career which requires an advanced degree, but also stresses the need for and satisfactions involved in jobs which do not require a degree. Current projections indicate only one out of five jobs in the 1980's will require a four year college degree. This projection indicates a need to take a look at our present emphases and perhaps re-order some of our priorities.

5. HOW DO YOU PROPOSE TO CHANGE THE ATTITUDES OF ALL THE PARENTS WHO WANT THEIR CHILD TO GO TO COLLEGE, ESPECIALLY REGARDING THE PRESTIGE FACTOR?

Career Education proposes to do this in two ways: (1) By stressing the importance of all types of jobs to society, and (2) By changing the emphasis on careers to personal fulfillment, rather than "status". These concepts will pervade not only the activities in the classroom, but also the communications to parents, parents' nights, career expositions, and other activities designed to publicly promote this important attitude. Our purpose is to expand, not necessarily change parental attitudes in this area. Communication and understanding of career education goals could result in more positive higher education and career choices. Any parent who has supported a child in college for

a year and had them drop out, would also quickly indicate that expanded career information alone would be a good policy.

6. HOW CAN TEACHERS BE EXPECTED TO INCORPORATE NEW SKILLS AND CONCEPTS WHEN THEY ARE ALREADY PRESSED FOR TIME TO COVER REQUIRED MATERIALS?

Additional work load is not the intent. A reorganization of thought and methods revolving around existing approaches is what is needed. For example, providing simulated "carpentry" experience when studying math or demonstrating how sales clerks, veterinarians and pilots all need to be able to spell correctly may involve very little "extra" time, but may add relevance and motivation.

7. WHAT IS THE PURPOSE OF TEACHING ABOUT CAREERS THAT MAY BE OBSOLETE IN FIVE YEARS?

There are many factors common to several careers. Learning about one provides knowledge which can be useful in others. A career involves more than one employment and the more types of employment a person studies, the better prepared they are for changes. The emphasis is not placed on specific jobs but rather on job families or clusters of occupations. In addition, the ability to make decisions wisely involves skills that are transferable to new and different situations therefore the learning that takes place enhances the individual's ability to cope with rapid and unexpected change.

8. TEACHERS THEMSELVES MAY NOT KNOW ABOUT THE WORLD OF WORK. HOW CAN THEY TEACH CHILDREN ABOUT THIS UNFAMILIAR SUBJECT?

Career Education urges and encourages a new sense of cooperation between parents, business, industry, students and school. It provides the avenue to involve youth in the community, and the people of the community into the educational setting as well as providing opportunities for teachers to become involved in non-educational settings. "Shadow" programs, summer jobs, in-service and workshop experiences can encourage teachers to make extensive use of community resources not only for student learning but their own learning as well.

9. WHERE CAN I GET MATERIAL THAT I CAN USE IN MY CLASSROOM WITHOUT HAVING TO PREPARE IT ALL MYSELF?

A review of the ERIC Clearinghouse on Vocational and Technical Education at the Ohio State University may be a good place to start. Several states have guides and suppliers of educational materials are beginning to publish units, guides and books on career education. Local career education projects have some samples available and some will be developed by pilot districts in the in-service program. Experience has clearly demonstrated the importance of having all teachers involved in the process of developing career education curriculum, materials, activities, etc. A proprietary attitude is extremely important for the successful development and implementation of career education concepts.

10. ONE OF THE GOALS OF CAREER EDUCATION IS THAT "EVERY STUDENT LEAVING HIGH SCHOOLS BE TRAINED IN A SALEABLE SKILL". DOES THAT MEAN THAT LESS EMPHASIS WILL BE PLACED ON THE "LIBERAL ARTS" SUCH AS LITERATURE OR HISTORY?

A saleable skill may include a vocational or job ability, but does not exclude liberal arts. The subjects in this area, when properly oriented, enhance the individual's value in any position because of the broader information and understanding they provide. They increase a person's adaptability and ability to fit into a job. Also it should be recognized that Career Education can be an effective motivational tool in terms of increasing student interest and performance in these "academic" areas. The word relevance becomes especially appropriate in dealing with negative attitudes many students exhibit toward the liberal arts subjects.

11. IS CAREER EDUCATION ONLY VOCATIONAL EDUCATION REDEFINED?

Career Education IS NOT just another name for vocational or technical education. Whereas vocational is a "program" with very specific aims, Career Education is a "concept" with some very broad, long-range goals. Career Education does not involve specific training for a specific occupation. Instead, it provides an opportunity to explore many occupational alternatives, thus widening the scope of choices. Vocational education is a part of Career Education, and the terms are in no way synonymous. Career Education is for ALL students, teachers, grades, subjects and occupational areas of interest.

Adapted from Project WACOP, 6836 N. 58th Drive, Glendale, Arizona

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Career Education Coordinator
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Oakdale, New York 11769
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GRADE LEVEL OR CONTENT AREA

ACTIVITY DAY

MODULE

The purpose of this Module is to acquaint participants with Career Education concepts and how to integrate these concepts into an existing curricula; to examine materials and prepare activities and materials for classroom use; and to sequentially organize curricula and Career Education goals within a school and/or school district. Topics can be added or deleted depending on specific situations, but I recommend that the Overview of Career Education (Introduction Module) always be included.

Janet C. Cronin
Project Coordinator
South Burlington Career Education
South Burlington School District
South Burlington, Vermont 05401

June 1979

GRADE LEVEL OR CONTENT AREA

ACTIVITY DAY AGENDA

1. Warm-Up Activity

2. Review objectives of day (Blackboard)

   A. Knowledge of infusion process
   B. Organize curricula
   C. Increase activity awareness and prepare material for classroom use
   D. Browse through career education materials

3. Overview of Career Education (See Introduction Module)

4. Your Life Roles (TR)

5. Steps To Integrate Career Education

   a. into Content Area (Explain step by step) (TR/HO)
   b. samples of infusion (TR)
   c. techniques to infuse Career Education into the curricula (HO)
   d. develop Model Lesson (Blackboard)

      Participants give a lesson objective, basic competency, and a career education goal.

      Group brainstorms possible Career Education activities for lesson.

   e. divide into groups of 3; each person completes a duplicate lesson plan, unit, and/or activity for use in the classroom. (AS and carbon paper)

   f. share lesson plans with group.

6. Review and discuss previous grade's curriculum

7. List individually or by school the following information: (Lg. tag board and magic markers)

Content Area	Media	Resource People	Field Trips
Current units in each area	Include FS, ETV, films, videos, etc.	Speakers in classroom	Outside of classroom

8. Discuss above information among schools or departments. Include in discussion present Career Education activities and new Career Education activities to be infused in curricula.

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9. Introduce (briefly) Career Education materials, preview media (See Notes)
   Develop material/activities for classroom use

10. Wrap-Up - Evaluation (Evaluation)

NOTES

1. The activity agenda is scheduled from 8:00 A.M. - 3:00 P.M. with 1¼ hours scheduled for lunch outside of the building and a 15 minute break at 9:45 A.M.

2. Other possible activities:

   a. Invite a Department Chairperson in to share what's happening at the High School level and to find out units covered in that content area at the elementary level. This opportunity provides a communications link within a school system and a chance to share resources, philosophy, student/teacher expectations.

   b. Visit the Community Library. Peruse materials and discover how to use the Career Guidance Center.

   c. Work with Guidance Departments to reorganize and structure the school guidance program K-12 to include developmental activities in the Career Education goal areas.

3. Reference material included:

   Results of Curriculum Writing

   Bulletin Board Ideas

   P.E. and Career Education

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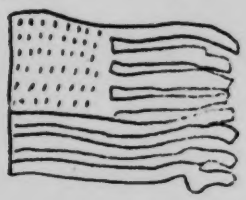
YOUR LIFE ROLES . . .

LEARNER _____

INDIVIDUAL _____

PRODUCER _____

CITIZEN _____



CONSUMER _____

FAMILY _____

. . . PLAY THEM WELL

*Career Education Games, Vol. II, Evergreen Career Education Project. Springfield. Oregon 1975

STEPS TO INTEGRATE CARFER EDUCATION INTO CONTENT AREAS

1. Decide the content area in which you will be working.

2. Select a unit that you will be teaching from the content area.

3. If necessary, further divide the unit into sub-units of 5 to 10 days duration.

4. Before a teacher can integrate career education into a content area, one must first know the teaching purpose of this unit or sub-unit. Write in a declarative sentence what you want your students to know after you finish teaching the unit or sub-unit. This is the major idea.

5. Select a career objective from any of the goal areas that you could incorporate into the unit you mentioned in #4. State it as a major idea so that it can be combined with the content major idea.

   Now you may incorporate the career education ideas into your unit in one of three ways.

   a. Rewrite the content major ideas to include the career education objective. If you do this, then your teaching unit will be primarily career oriented.

   b. Keep your original content major idea. All components may not have career implications. If you have listed four components, three may be strictly content oriented. The fourth component may be the only one that has career implications. If you do this, you will have at least one lesson devoted to career education.

   c. Your major idea and your components may have no stated implications. You will bring out the career implications in the activities you use for each lesson or component.

6. List the components that you will need to teach in order to get your major idea across to your students. A component is a word or phrase which will develop into a lesson.

7. Take each component and write a learning objective for it. The learning objective should tell what you expect the student to be able to do when the student has finished the lesson.

8. For each component or lesson, list the learning activities that you would have your children do.

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SAMPLES OF INFUSION *

BASIC SKILL - LANGUAGE ARTS	CAREER RELATED ACTIVITY
Grade 3	
Given a two or three word sentence, the child will orally expand the sentences with words or phrases which tell how, when, where, why.	Expanding sentences: The child uses words or phrases how, when, where, why to orally expand two or three word career-related sentences. Eg. Transportation - The pilot flew. - The airplane mechanic worked. - The astronaut blasted off.
Grade 8	
Given sentences with words and meanings, the child will underline the correct meaning by using context of the sentence.	Context clues: Give students a work sheet containing sentences that include a job title with a descriptive phrase of that job. The student will identify the word or words that unlock the meaning of the job. Eg. - The CARTOGRAPHER drew the map carefully. - Leonard's uncle, an ARCHAEOLOGIST, classified the fossils as coming from the PALEOZOIC ERA. - Mary's mother felt that Mary should have her teeth straightened, so she sent her to an ORTHODONIST.
Grade 11	
Given a teacher-prepared list of selected titles of class readings, the student will write one-sentence statements of the main idea of each selection.	Finding Main Idea: Assign students to read magazine articles and/or pamphlets related to life-styles of the job cluster of his/her choice. After reading, student will write one sentence statements of the main idea of each selection.

*Career Education: Teaching/Learning Process, Barbara S. Preli, Office of Career Education, U.S. Office of Education, March, 1978

SBCE 6/79

South Burlington Career Education
South Burlington, Vermont 05401

TECHNIQUES

TO

INFUSE CAREER EDUCATION INTO THE CURRICULA

INTRODUCTION:

The following techniques or approaches are viable methods that can be implemented K-12 by all teachers to infuse Career Education in the curricula. These techniques are part of the developmental process as introduced at each grade level.

TECHNIQUES:

I. INTERVIEWING

A. The interviewing process is an excellent means of research, inquiry, listening and communicating. A class, small group or an individual can conduct an interview.

B. Students need to be introduced to an interview procedure:

1. Pre-interview information;
2. Formulation of questions:
3. Conducting the interview,
4. Follow-up after interview.

C. Interviews can be conducted on various levels, K-12, in (resource persons) or out (field trips) of the classroom.

II. COMMUNITY INVOLVEMENT

A. The community is essential as a laboratory to increase the students' awareness, exploration, preparation, and placement in the real world.

B. Parents, volunteers, businessmen, etc. are all potential sources of experience as resource persons, persons to be interviewed, or on-the-job guides for student observers.

III. SPEAKERS

A. The speaker needs to know what emphasis is needed for a particular class as well as the pre-teaching by the teacher. Sample representative questions for the speaker often help both the students and the speaker focus on the purpose of the presentation.

B. Introduce appropriate vocabulary in pre-teaching.

C. Have someone introduce the speaker and write a thank you letter.

D. Discussion and post activities necessary to complete the follow-up and extension of the lesson.

E. See attached sample post evaluation of the speaker and example of teacher request form.

IV. FIELD TRIPS

A. Useful as an initial or culminating activity.

B. Workers can be viewed in real life situations carrying out their roles and responsibilities.

C. A whole class, a small group, or an individual can participate.

D. The trip can be imaginary (in the school room), in the school building, the home, the neighborhood, or the city.

E. A field trip can be an excellent means of gathering information on a first-hand basis. To be sure this happens, pre-teaching is essential. Include appropriate vocabulary.

F. To make the trip meaningful, post-teaching and follow-up are necessary.
(The same sheets as for speakers can be used as an evaluative tool both for the teacher and the student.)

V. DISCUSSION

A. Discussion is a very useful tool in planning activities, problem solving, attitude and values clarification.

B. Guidelines should be established before each session begins, even if the guidelines remain the same for each session.

C. Try to encourage student to student exchanges versus student-teacher-student exchanges.

D. The teacher needs to create a free, accepting, non-judgmental atmosphere. The student should feel free to express one's views in an appropriate manner.

VI. LEARNING CENTERS

A. Learning Centers are special areas designed for individual and small group activities that are extensions of the classroom work.

B. The center has the students scheduled or operates as an interest center as time arises in the students' day.

C. Centers can be used in a variety of ways depending upon the teacher's purpose.

1. Total learning environment;
2. Remedial work;
3. Dull work;
4. Interest activities;
5. Enrichment activities.

A career theme can provide an excellent motivational theme for each of the above purposes.

VII. RESEARCH

A. Research can be accomplished in many ways: written or oral reports, interviews, films and filmstrips, recordings and tapes, books, charts, letters, magazines, newspapers, commercials, etc.

B. List the information the student needs to find out.

VIII. HANDS-ON-ACTIVITIES

A. This activity actually involves those tasks a worker would do in a certain occupation.

B. These activities can take place in a simulated situation, in a community setting, or in a cooperative work experience.

C. The depth of the experience would depend on the phase of the learning experience; awareness, exploration, preparation or placement.

D. Hands-on-activities give the student an opportunity to associate skills necessary to perform a certain job with one's own interests, talents and capabilities.

E. The purpose of the activity must be stated. List the materials needed. Mention any research that needs to be completed to prepare for the activity. Describe the process for the activity and the evaluation.

IX. ROLE-PLAYING

A. This provides the students a chance to be involved in a work situation and examine carefully their own interests, etc.

B. State the number of students involved. List the props needed. State what the students are to generalize from the situation (purpose). Mention the sources and research that may be necessary for the role-playing. Tell the rest of the class how to participate. Devise an evaluation to determine the success of the situation.

X. ON-JOB OBSERVATION

A. This provides the student with a model or models performing their daily duties on the job in a structured situation.

B. It presents work in a real life setting. Skills and qualifications can be analyzed, and interests and capabilities examined.

XI. BULLETIN BOARDS AND VISUAL DISPLAYS

A. Displayed student work motivates most everyone.

B. Vivid displays draw students' attention.

SUBJECT:

GRADE LEVEL:

SOUTH BURLINGTON CAREER EDUCATION
CURRICULUM WRITING ACTIVITY SHEET

COURSE TOPIC:

STUDENT LEARNER OUTCOME:

CAREER EDUCATION GOAL:

BASIC COMPETENCY:

OBJECTIVES	ACTIVITIES	RESOURCES

EVALUATION:

CAREER EDUCATION WORKSHOP EVALUATION

To What Extent Did You:	A Lot	A satisfactory amount	A Little	None at all
1. Increase knowledge of Career Education concepts and goals?	1	2	3	4
2. Gain knowledge of Career Education activities?	1	2	3	4
3. Learn to write Career Education objectives and activities into the curriculum?	1	2	3	4

What do you plan to do in your classroom/school as a result of this workshop?

What was most helpful to you in the workshop?

What was least helpful to you in the workshop?

What follow-up activities would you like to see Career Education offer as a result of this workshop?

Suggestions/Comments:

Name:

Date:

South Burlington Career Education
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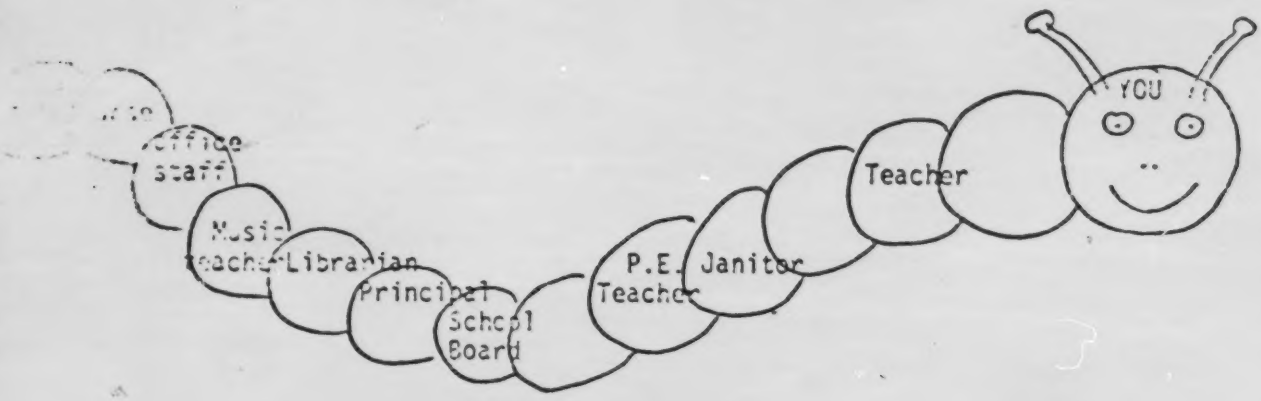
HOW WILL YOU HATCH OUT?

THE SCHOOL CAREER WORM



HOW IS EACH PART IMPORTANT TO THE WHOLE THING?

[illegible] Lee, Career Education Project, Bulletin Board Ideas, Pittsburg, Kansas

Thanks to Ms. Elaine Douma, Consultant, of Wayne, New Jersey for preparing this material.

P.E. AND CAREER EDUCATION

1. Careers which are directly related to P.E.

- Athletic Director
- Circus Performer
- Coach - All sports
- Health Club Attendant
- Judge, Umpire
- Lifeguard, Swim Instructor
- Manager, Boxer, Wrestler
- Medicine (Health)
- Nursing (Health)
- Parks & Recreation - Municipal
- Physical Therapist
- Professional Athlete, All sports - Men & Women
- Racer, Jockey
- Recreation Director, Industry, Corporations, Private Clubs
- Referee, Official, Timekeeper
- Stunt Performer, Films
- Teacher, Instructor - Public, Private (e.g. skiing, tennis, swimming, bowling, golf)
- Trainer, Amateur, Professional
- YMCA-YWCA, YMHA, etc.

2. Careers which are indirectly related to P.E.

- Bowling Alley Operator, Mgmt.
- Broadcasting (Sports)
- Elementary School Teacher
- Management - Health Spas, Clubs, Resorts
- Nursery School Teacher
- Photographer, Arts (Sports)
- Science Lab Technician for Sports-related equipment
- Sporting Equip., Clothing, Production & Sales
- Sports Writing, Journalism
- Statistician (Sports events, coaching)
- Management-athletic teams, amateur, professional

3. Careers which require special abilities and aptitudes which may be developed in P. E.

- Actor, Dancer
- Animal Trainer
- Builder
- Bus Driver
- Butcher
- Cabinet Maker
- Certain Areas of the Military
- Crane Operator
- Electrician
- Farm Worker
- Fire Fighting
- Food Service
- Forester
- Lineman
- Mechanic
- Miner
- Nurse
- Oceanographer
- Painter
- Police Work
- Ranch Hand
- Safety Engineer
- Seaman
- Sheet Metal Worker
- Steward, Stewardess
- Transportation, Truck Driver
- Woodworker

4. Careers for which personal maintenance of P.E. is useful and/or necessary

- Accountant
- Assembly line worker
- Banker
- Clerk
- Dentist
- Doctor
- Executive
- Homemaker
- Lab Technician
- Office Worker

CAREERS RELATED TO ENGLISH

I. Careers which require highly specialized English Skills:

Abstractor
Academic Dean
Actor, Actress
Administrator
Advertising copy writer
Advertising manager
Archivist
Author, writer
Bibliographer
Censor
Childrens' author
Clergyman
College Professor
Columnist
Consultant
Continuity writer
Contract clerk
Copy reader
Copy writer
Correspondence Clerk
Correspondent
Crossword puzzle maker
Crytographer
Curator
Drama Coach
Drama critic
Editing Clerk
Editor
Encyclopedia researcher
Essayist
Fashion writer
Foreign Correspondent
Free Lance Writer
Gag, comedy writer
Greeting card editor
Humorist
Journalist
Lecturer
Legal writer
Lexicographer
Librarian
Librettist
Linguist
Lyric writer
Medical writer
Missionary
News writer
Photo journalist
Playwright
Play director
Poet
Production Manager
Proof Reader
Public Relations Person
Publicity writer
Publisher
Radio, T.V. announcer
Reader, story analyst
Reading specialist
Reporter
Rewrite person
Researcher
Scenario writer
Script writer
Secretary
Speech writer
Sports writer
Stenographer
Supervisor, business
Teacher, educator
Technical writer
Test writer
Textbook writer
Title writer
Translator

II. Examples of additional careers in which English skills play an important and Supportive role:

Accountant
Administrator
Agricultural agent
Anthropologist
Biologist
Broker
Clerk Typist
Cook, chef
Corporate manager
Cosmetologist
Court recorder
Data programer
Detective
Diplomat
Doctor
Economist
Engineer
Field representative
File Clerk
Film Technical Asst.
Guidance Counselor
Home Economist
Hostess, food service
Interpreter
Interviewer
Judge
Lawyer
Layout person
Loan Counselor
Nurse
Personnel worker
Pharmacist
Police worker
Politician
Political Scientist
Postal Clerk
Printer
Psychologist
Receptionist

II. Examples of additional careers in which English skills play an important and Supportive role cont.:

Sales person
Sales representative
Scientist
Sign Painter
Social worker
Sociologist
Technician
Telegraph operator
Title examiner
Town Clerk
Veterinarian
Waiter, waitress

CAREERS IN MATHEMATICS

While mathematics skills are needed by all individuals, some careers are especially suited for individuals who desire and have the ability to focus almost entirely on mathematical concepts. Others use mathematics in a significant way. The following careers are mathematics related:

GROUP I. Careers in which mathematics is a primary role.

Accountant
Actuary
Astronomer
Aviator
Broker
Bursar
Computer Scientist
Demographer
Electronic Data Processing Specialist
Engineer, Chemical, Civil, Electrical, Industrial Electrical, Industrial Mechanical
Paymaster
Programmer
Registrar
Researcher
Securities Analyst
Statistician
Systems Analyst
Tax Expert
Teacher

GROUP II. Careers with mathematics as an integral supporting role.

Aeronautics
Architect
Assayer
Atomic Scientist
Aviator/Pilot
Baker
Banker, Teller
Biologist
Bookkeeper
Builder
Business Management
Cabinet Maker
Cashier
Chemist
Contractor
Draftsman
Druggist
Ecologist
Economist
Estimator/Specification Writer
Food Preparation & Service
Geographer
Geologist
Industrial Designer
Insurance Sales Person
Interior Decorator
Lab Technician
Machinist
Manager
Market Specialist
Mason, Brick & Stone
Mechanic
Medical Research Worker
Meteorologist
Navigator
Nurse
Oceanographer
Optometrist
Pharmacologist
Physical Scientist
Physicist
Psychologist
Realtor
Sociologist
Sales
Surveyer
Tailor
Tax Assessor
Tax Collector
Teller
Tool & Die Maker
Upholsterer
Veterinarian
Quality Control Technician

CAREERS IN SOCIAL STUDIES

1. EXAMPLES OF OCCUPATIONS DIRECTLY RELATED TO SOCIAL STUDIES:

Anthropologist
Archeologist
Archivist
Bar Examiner
Behavioral Scientist
Biographer
Cartographer
Consumer Advocate
Consumer Affairs Officer
Controller
Correspondent
Criminologist
Curator
Demographer
Detective
Diplomat
Economist
Ethnologist
Etymologist
Geneologist
Geographer
Historian
Insurance Attorney
Intelligence Specialist
International Relations Spec.
Investigator
Judge
Labor Economist
Labor Relations Person
Lawyer, Attorney
Magistrate
Manpower Analyst
Market Research Analyst
Museum Science
Newscaster, News Writer
News Reporter
Paleontologist
Patent Agent
Penologist
Philologist
Physician
Political Scientist
Politician
Probate Lawyer
Public Administrator
Public Relations Dir.
Psychologist
  Experimental
  Industrial
  School
  Social
Psychiatrist
Psychometrist
Social Worker
Sociologist
Researcher
Teacher, Professor
Title Examiner
Theologian
Traffic Controller
Travel Agent, Tour Guide

2. EXAMPLES OF OCCUPATIONS WHICH ARE ENHANCED BY A SOCIAL STUDIES BACKGROUND:

Accountant
Actor, Actress
Actuary
Administrator
Advertising Copywriter
Administrator
Agricultural Engineer, Agent
Antique Dealer, Auctioneer
Appraiser
Artist
Atomic Scientist
Bank Officer, Teller
Broker
Building Inspector
Cabinet Maker
Cartoonist
Census Taker
City or Town Clerk
City Manager
City Planner
Copy Reader
Claims Investigator
Clergyman
Contractor
Counselor
Coroner
Court Recorder
Customs Inspector
Designer, Clothes
Detective
Editor
Firefighter
Food & Drug Inspector
Guidance Counselor, Director
Home Economist
Immigration Officer
Journalist
Librarian
Linguist
Literary Writer
Manager, Supervisor
Medical Technologist
Musician
Oceanographer
Occupational Therapist
Painter
Parole Officer
Personnel Manager
Pilot, Aviator
Playwright
Police Officer
Post Office Clerk
Public Health Officer
Publisher
Real Estate Agent
Receptionist
Safety Inspector
Scenario, Script Writer
Sculptor
Secretary
Secret Service Agent
Solicitor, City, State
Superintendent, School
Surveyor
Tax Inspector, IRS
Teacher
Translator, Interpreter
Travel Agent
Weights & Measures Inspector
Writer, Novelist

CAREERS IN CHEMISTRY

1. EXAMPLES OF CHEMICAL OPERATIONS IN INDUSTRY:

Engineering
- Agricultural
- Ceramic
- Chemical
- Civil
- Electrical
- Industrial
- Mechanical
- Metallurgical

Equipment Design
Industrial Consultant

Measurement and Control
- Pollution Control, Air Analysis

Processing
Product Development
Quality Control, Inspection
Research
Testing
- Qualitative
- Quantitative

2. EXAMPLES OF INDUSTRIES AND OCCUPATIONS IN WHICH CHEMISTS ARE EMPLOYED:

Adhesives
Agriculture
Bureau of Standards
Beauty Products, Cosmetics
Coatings
Detergents
Drugs
Dyes, Colors
Explosives
Fertilizers
Foods
Glass
Government Service
Health Products, Service Care
Industrial Alcohols
Nuclear Fuels
Paper
Petroleum Refining
Pharmaceuticals
Plastics and Resins
Polymers
Metals, Alloys
Rubber Products
Solvents
Textiles, Fabrics, Fibers, Finishes
Water Purification
Wood Products

3. EXAMPLES OF CAREERS IN WHICH A KNOWLEDGE OF CHEMISTRY IS ESSENTIAL, IMPORTANT, OR DESIRABLE:

Agronomist
Analytical Chemist
Archeologist
Artist
Assayer
Atomic Scientist
Ballistics Expert
Bacteriologist
Beautician
Biochemist
Botanist
Chemical Salesperson
Cosmetologist
Dentist, Dental Technician
Detective
Dietician
Druggist
Dry Cleaner
Ecologist
Electrochemical Engineer
Embalmer
Environmental Research Technician
Equipment Designer
Estimator/Specification Writer
Etcher, Photoengraver
Food Technologist
Geologist
Health Educator
Heat Transfer Chemist
Home Economist
Inorganic Chemist
Inspector
Marketing & Sales Rep.
Medical Examiner
Medical Technician
Medical Secretary
Mortician
Nurse
Nutritionist
Oceanographer
Organic Chemist
Patent Lawyer
Pathologist
Perfumer
Pharmacist, Pharmacologist
Phototechnician
Physical Chemist
Physician
Physicist
Plant Supervisor
Psychiatrist
Researcher
Safety Engineer
Soil Conservationist
Teacher
Technical Writer
Technician
Toxicologist
Veterinarian
X-ray Technician
Zoologist

THE COMMUNITY CAREER EDUCATION EXTENSION SERVICE:
PARENT COFFEES

Coffees are one of the best ways we found to include parents in the Career Education program. At small meetings in neighborhood homes, school personnel share school Career Education activities and suggest ways parents can supplement the in-school program. This Module explains how to set up and run coffees.

Barbara-Jan Wilson
Project Administrator
South Burlington Career Education
South Burlington School District
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June 1979

THE COMMUNITY CAREER EDUCATION EXTENSION SERVICE

PARENT COFFEES

GOAL AND OBJECTIVES

3.0 The project staff will develop a Community Career Education Extension Service, operating in homes, for the purpose of helping parents become active facilitators of the Career Education process. It is anticipated that this CCEES will continue to function when the project ends.

LEARNER OUTCOMES:

After participation in these coffees sponsored by the Community Career Education Extension Service, parents will be able to

- identify the role of parents in the career education awareness, exploration, and preparation process.
- support the program by serving as resource persons.
- be familiar with school and community resources.
- demonstrate a positive interest in the career education program.
- recognize that sex does not preclude occupational choice.

With this objective in mind, twenty coffees were set up throughout the South Burlington neighborhoods. Three specific types of coffees were planned: elementary (awareness), Middle School (exploration) and High School (preparation and placement).

The host family invites 10 - 15 parents in the neighborhood to an evening or day meeting to discuss with two educators ways in which parents can actively supplement the in-school Career Education program. Hosts are recruited on the basis of interest, commitment to follow through and geographic distribution. The accompanying chart shows the format that we use during our coffees.

The coffee concept has been extremely successful in South Burlington and has been used to elicit support for budget increases, additions to buildings and new programs such as Career Education.

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CHECKLIST FOR COFFEES

_____ 1. Contact small, motivated groups of potential hosts (PTO, principals' committee, etc.)

_____ 2. Host sets date, invites parents and explains purpose of meeting

_____ 3. Invite one other educator to assist with coffee

_____ 4. Prepare outline of presentation (see chart)

_____ 5. Prepare posters, charts, pamphlets for distribution

_____ 6. Divide program presentation

_____ 7. Two days before the coffee, call host to confirm time, date, number of parents and age-level of their children

_____ 8. One day before coffee host calls to remind neighbors

_____ 9. Coffee

_____ 10. Post Coffee

- send thank you note to host
- follow-up evaluation calls by 3rd person to ask for response to meeting

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COFFEE AGENDA

1. Opening Activity
2. Explanation of meeting's purpose
   Introduction to the South Burlington Career Education Program
3. What is Career Education?
4. School activities to implement Career Education
5. Suggestions for parents to supplement the school's program
6. Questions and answers

Encourage dialogue and questions throughout the hour.

Two educators work well with the above presentation.
8-12 parents is ideal.

Coffee and/or dessert may be served at the beginning (especially if people are late) or at the conclusion of the formal presentation. Host usually provides refreshments.

The meeting should be no longer than an hour and a half. No matter how interested parents may be, if others hear the meeting went "over two hours...", they may be reluctant to attend.

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COMMUNITY CAREER EDUCATION EXTENSION SERVICE

CHART

GOALS	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
1. Awareness of Self	Class meetings	Me boxes	Contracts/independent studies
	Family meetings	Division of Chores	Discuss relationship of abilities/interests to occupations
2. Decision Making	Decision-making boards	ETV programs "Bread & Butterflies"	Course, program choices
	Chose own clothes/colors	Family Savings Account	Group sessions with counselor to discuss post high school options
3. Interpersonal Relationships	Group Activities	Peer tutoring	Laboratory partners
	Family Outings	Team sports	Volunteer work
4. Leisure Preferences	Parents share hobbies in class	Students share outside interests	Someone's leisure is another's occupation
	Discuss T.V. programs	Encourage to utilize time well	Participate in a few extra-curricular activities
5. Work values, attitudes and habits	Classroom jobs	Meet work deadlines	Interview/resume skills
	Set daily, long-term goals	Set time & place for homework	Take over family budget
6. Socio-technological-economic-political (STEP)	General Frisbee Corp.	Consumer units	Public Issues & World Affairs - PIWA
	Allow child to experience inflation	Discuss current events	Emphasize technological changes
7. Communication/ Computation Skills	B.C.'s, in-school interview	B.C.'s, phone calls, making change	B.C.'s/out-of-school interviews
	Utilize math skills at home	Communication: oral and written; write letters	Make own appointments

COMMUNITY CAREER EDUCATION EXTENSION SERVICE - CHART (cont.) - page 2

GOALS	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
8. Career Awareness	Career Fairs	Field Trips	Shadow Experiences
	Sex-role stereotyping	On trips point out workers	Take students to work for day
9. Marketable Skills & Adaptability	Different teachers in art, music, physical education	Class Newspaper	Industrial Arts, Graphics, Business & Language Courses
	Stress what child does well	Do not encourage set, rigorous behavior	Encourage to have a skill and a liberal arts background
10. Career Implications of school/home experiences	Associate class skills with out-of-school experiences	Field trips to bank, industries	Speakers/panels on necessity for math, communication skills
	Relate tasks in home to jobs Shop: unit pricing	Associate skills with future occupational choices	Talk about student's day at work and your own

KEY: Activities occurring in school

Suggestions for parents

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COMMUNITY CAREER EDUCATION EXTENSION SERVICE

EVALUATION FORM FOR COFFEES

PERSON MAKING CALL: _____

PERSON CALLED: _____

COFFEE ATTENDED: _____

DATE CALLED: _____

TIME CALLED: _____

WAS THE MEETING HELPFUL?

COMMENDATIONS:

SUGGESTIONS FOR FUTURE SESSIONS:

SOUTH BURLINGTON CAREER EDUCATION

COMMUNITY CAREER EDUCATION EXTENSION SERVICE EVALUATION AND FOLLOW-UP

DATE:

LOCATION:

HOST(S):

NUMBER OF PARENTS (see attached sheet for names):

STAFF:

AGENDA:

MATERIALS:

COMMENTS:

EVALUATION:

Comments recorded per follow-up telephone calls (see attached sheets from Mr. LeCours).

SOUTH BURLINGTON CAREER EDUCATION PROJECT

SOUTH BURLINGTON SCHOOL DISTRICT

NAME	ADDRESS	TELEPHONE NUMBER	GRADE LEVEL OF CHILD(REN) AND PRESCHOOL AGE CHILD(REN)

Date:

Staff:

Host(s):

BIBLIOGRAPHY OF MATERIALS

FOR

PARENT COFFEES

"Your Child Grows Through Discovery: A Handbook for Parents"

- Right to Read
  State of Idaho
  Department of Education
  Boise, Idaho 83720

"Talking with Your Child about Your Career"

- Mesa, Arizona
  Center for Career Development

"What now? A Guide to Choosing a Career"

- Keyword Publications, Inc.
  Hartford, CT.

"Career Education and Your Child: A Guide for Parents"

- Dale H. Melton

"Tips for Parents"

- U.S.O.E., Washington, D.C. (reprinted in this folder)

"A student's guide...Next Step options: alternatives after high school"

- Wayne Career Education Program
  Wayne, New Jersey

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TIPS FOR PARENTS:

HELPING CHILDREN MAKE CAREER PLANS

Career decision making is a process, not an event that occurs at a given time. Your child's future career will be influenced by events that occur beginning in the pre-school years and continuing through all of adult life. Here are some ways in which you can aid your child in positive career development.

--"What will I be when I grow up?" Children often express their hopes in fantasy terms, especially during play. Listen to their fantasies and it will help you understand your child's development. Provide toys that encourage experimentation through play with many different jobs. Encourage your child to ask and think about their future.

--Until major action decisions have to be made, it is better to let your child think about any possible job choice. Ask, "Why does this appeal to you?"

--Try to help your child think about alternate choices. "If for some reason you couldn't do this, what other things would you want to do?" Through discussion of this question you will learn more about your child and help broaden the base for career decision-making. Talk about your own alternate career choices which

might include past jobs or future changes in your present occupation.

--Try to eliminate sex bias. Encourage your child to think of occupations that may be labeled "masculine" or feminine". In these changing times, your emotional support is needed. Ability, not sex, is what counts.

--"What do you think I should be when I grow up?" Respond when your child asks this question. Point out that happiness to the child is more important than what you, the parent, desires. Also discuss particular talents your child possesses and discuss jobs in which these abilities would be helpful.

--Tell your child about your work. Try to be positive so that your child will gain respect for you by respecting what you do and sees that you, through your work, are making contributions to society.

--Encourage your child to ask people about their jobs by seeking information, not asking for advice. Make use of your friends in this area.

--Take your child on field trips to see various people at work in factories, offices, automechanic shops, etc. This helps children acquire a realistic view of a variety of jobs.

--Help your child explore hobbies and other leisure-time activities. Sometimes such activities lead to career choices, but more importantly, your child gains self-confidence in accomplishing something successfully.

--Help your child to understand the relationship between school work and job decision. Show them how such subjects as reading, arithmetic, and communications are used in almost all occupations. In short, help them understand there are more important reasons for going to school than simply going to school.

--Encourage your child to engage in part-time work outside the home. If pay is received, discuss the basic elements in the free enterprise system. Whether or not the work is for pay, it can 1) help your child explore career interests, and 2) help your child discover the sense of accomplishment and self pride that can come from work.

--Encourage your child to visit with teachers and counselors about career plans and hopes. Discuss these visits with your child and share your opinions.

--Visit the schools your children attend. Seek out teachers and counselors, find answers to your questions on your child's future plans.

--Help your child understand that it will be equally important to acquire a set of specific job skills and a set of adaptable skills for occupational success.

--Remember a college degree is no longer the best or surest route to occupational success. Encourage your high school student to think about all kinds of post secondary educational opportunities including all-volunteer armed forces, vocational schools, and community colleges. Emphasize the wide choice that exists.

COLLEGE INTRODUCTION TO CAREER EDUCATION

This Module is designed to present an introduction to Career Education for students, potential teachers, and other interested community members.

Carol Cossu
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June 1979

COLLEGE INTRODUCTION

TO

CAREER EDUCATION

1. Introduction

2. Activity (select one of the following):

   A. Questions - "What About You?"
   B. What Do You Look For In A Job?
   C. Priorities In Your Life

3. What is Career Education? (See Introduction Module)

4. How to Infuse? (See Activity Writing Module)

   - Steps to integrate Career Education into Content
   - What is it - Areas, Four Phases, Learner Outcomes
   - Teaching/Learning Techniques
   - Sample Lesson Plan
   - Weekly Planning Sheet

5. Using the Community to enhance your classroom teaching (See Interview Module)

   - Planning checklist
   - Using Community Resources
   - Speakers
   - Field Trips
   - Follow-up

6. Bibliography of Materials

7. Evaluation

This module may be used with groups of college students, with potential teachers, and with interested adults.

INTRODUCTION

Who you are, what you are, and what you will be once you have completed your education are questions which every student in your place ask at one point or another in his/her college career.

As you prepare for a career, are you sure this is what you want? How did you make your decision to go to college? What experiences in your life helped you make this choice? Who influenced you?

Is it important to make students aware of the implications of subject matter as it relates to a life skill or job skill? Did anyone ever do this for you?

It is important! For that reason, present and future educators need to re-examine their own philosophies of education and the purpose it will hold for the students who occupy places in their classrooms.

Will you be ready?

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"WHAT ABOUT YOU?"

How many of you live in Vermont? (please stand up)

How many of you are native Vermonters? (please stand up - remain standing)

How many of you would move for a good job? In the whole room?

How many of you plan to be in education (professionally) in five years?

How many of you know what you will do if you do not get a job in education immediately?

If you had to choose, would you choose a family or a career?

How many of you plan to go on for further education?

How many of you would prefer a principal or a supervisor who gives you a great deal of direction vs. a principal who lets you do your own thing without advice (however, both evaluate you!)?

How many of you prefer a competitive pace versus a "go at your own" pace?

Would you rather have financial security versus a life time that guarantees you time off?

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WHAT DO YOU LOOK FOR IN A JOB?

Place and "X" next to things you hope to find in a job.
Put a "0" next to the things you do not want to find in a job.
Leave the space blank if you could tolerate it.

1. long hours _____
2. be your own boss _____
3. make a lot of money _____
4. work with other people _____
5. same duties everyday _____
6. chance to be alone _____
7. try many different things _____
8. respect from others _____
9. opportunity to be creative _____
10. travel _____
11. solve problems _____
12. talk with many people _____
13. constant mental challenges _____
14. help others _____
15. many responsibilities _____
16. risks _____
17. write a great deal of the time _____
18. work with figures _____
19. read _____
20. work with your hands _____
21. variety in the task _____
22. authority over others _____
23. work as part of a team _____
24. job does not take away from your free time ___
25. have a good place to work _____
26. develop a new product _____
27. freedom to make decisions _____
28. always told what to do by others _____
29. can be yourself _____
30. have to be a certain kind of person for the sake of the customers _____
31. think for yourself ____

Revised from S.P.A.C.C.,
Burlington, Vermont 05401.

South Burlington Career Education
6/79

PRIORITY IN YOUR LIFE

MAKE A LOT OF MONEY	FAMILY RELATIONSHIPS
JOB SATISFACTION	A GOOD EDUCATION
GOOD HEALTH	STAND UP FOR BELIEFS
FRIENDSHIPS	JOB SECURITY

1. Cut apart.
2. Arrange in order of personal priority.
3. Discussion on the type of job which might be important to students as a result of priorities.

South Burlington Career Education
6/79

WEEKLY PLANNING SCHEDULE FOR CAREER EDUCATION INFUSION

WEEK OF _____

GOAL(S) _____

Grade/ Subject	Monday	Tuesday	Wednesday	Thursday	Friday

BIBLIOGRAPHY

ACTIVITIES:

Career Education in Burlington: A Handbook to Strategies, Burlington School District, Burlington, Vermont.

Occupational Education Coordinator's Handbook K-3, 4-6, 7-8, Illinois Office of Education, Springfield, Mass.

Real Life Math Skills, Scholastic Book Services, Englewood Cliffs, New Jersey.

BULLETIN BOARDS:

The Big Fearon Bulletin Board Book, Fearon-Pitman Publishers, Inc., Belmont, California.

CURRICULUM DEVELOPMENT

Career Education Handbook, Jefferson County Public School District, Louisville, Kentucky.

Career Education: The Comprehensive Curriculum, Cashmere School District, Cashmere, Washington.

Teacher-Developed Infused Curriculum Modules, Partners in Career Education Fort Worth, Texas.

EDUCATIONAL TELEVISION PROGRAMS

Bread & Butterflies (grades 4-6)

Freestyle (grades 4-6)

Boon Trek (Jr.-Sr.)

Inside Out (grades 3-5)

Malcolm Decides (grades 6-8)

Ripples (grade K-2)

Whatya Gonna Do? (grades 4-6)

World of Work (grades 6-8)

EVALUATION

Date:	Agree	Not Sure	Disagree
1. An understanding of skills and usage are important to students?	1	2	3
2. Teachers should emphasize the relationship of skills to subject matter?	1	2	3
3. Students can be stimulated by career education activities through the infusion techniques explained in this workshop.	1	2	3
4. Do you plan to make career education an integral part of your classroom program? How?			
5. Additional Comments:			

- -

PRE and POST

OPINIONNAIRE

Date:	Agree	Not Sure	Disagree
Career Education should be included in:			
K-5 programs	1	2	3
6-8 programs	1	2	3
9-12 programs	1	2	3
Career Education should be a separate course of instruction	1	2	3
I would have benefited from more Career Education in High School	1	2	3

Career Education is _____

_____.

South Burlington Career Education Project
6/79

EVALUATION

Date:	Agree	Not Sure	Disagree
1. An understanding of skills and usage are important to students?	1	2	3
2. Teachers should emphasize the relationship of skills to subject matter?	1	2	3
3. Students can be stimulated by career education activities through the infusion techniques explained in this workshop.	1	2	3

4. Do you plan to make career education an integral part of your classroom program? How?

5. Additional Comments:

- -

PRE and POST

OPINIONNAIRE

Date:	Agree	Not Sure	Disagree
Career Education should be included in:			
K-5 programs	1	2	3
6-8 programs	1	2	3
9-12 programs	1	2	3
Career Education should be a separate course of instruction	1	2	3
I would have benefited from more Career Education in High School	1	2	3

Career Education is _____

_____.

South Burlington Career Education Project
6/79

INTERVIEW WORKSHOP

This Module is intended as a core workshop on interviewing techniques and its relationship to curriculum. The agenda is useable as presented, but improvisations are encouraged to meet the needs of the audience and the community.

Thanks to:

Mr. Floyd Rutz
Personnel Officer
General Electric Company
Burlington, Vermont 05401

Ms. Francis Bagwell
Assistant Manager
Vermont Job Service
Burlington, Vermont 05401

Janet C. Cronin
Project Coordinator
South Burlington Career Education
South Burlington School District
South Burlington, Vermont 05401

June 1979

INTERVIEW MODULE

1. Prepare and distribute flyer to desired population. (See flyer)

2. Establish agenda; contact local business Personnel Director/ Manager and/or Administrator of Job Service for support and assistance in teaching the workshop. (See agenda)

3. Prepare forms: (See forms)

    a. Interview
    b. Confirmation
    c. Dissemination

4. Duplicate handouts. (See handouts)

5. Obtain one job application per participant from local business participant.

6. Hold workshop. (See agenda)

7. Set up interviews the day after workshop. (See Interview and Confirmation forms)

8. Send confirmation notice. Also enclose Dissemination form. (See Dissemination form)

9. Receive completed interviews and Dissemination form from each participant. Evaluate interviews for one's own purpose.

10. Type list of interviews for dissemination. (See green list of interviews)

11. Place interviews in Student Resource Center for student/teacher/ guidance/parent use.

South Burlington Career Education
6/79

NOTES

1. Setting up the interviews should begin immediately after the workshop. Using suggested places or names on the interview form, a resource list or telephone book, etc., the facilitator sets up the interviews or at least makes the initial contact. A confirmation notice is sent to the participant with the time of the interview or information for the participant to return the call and make his/her own arrangements. Also send the dissemination form at this time.

2. Upon completion of the interview, each participant submits the dissemination form and the interview to the facilitator.

3. The facilitator should keep a list of all participants and the person to be interviewed for reference purposes.

4. Most participants turned in the interview form at the end of the workshop. However, the participants were given one day to return the form.

5. The participants were not permitted to interview someone they knew as the interview would have lost some of its impact.

6. The sample interview questions were retained until the end of the workshop so the participants could realize the importance of asking questions to seek information and how difficult it is to interview people.

7. Offer this workshop to teachers for a stipend or credit. This agenda, including the participants' interview, could take 15 hours.

8. The faculty and resource card could be housed in the Student Resource Center.

9. Involve business and education in this workshop. A panel might be considered.

10. Possible alternatives:

    a. Video participants and play back for the group to critique;
    b. Obtain interview videos from business to play for the participants to view. Critique the interviews.

South Burlington Career Education
6/79

(Flyer)

TO : All Faculty

FROM: Career Education

RE : Interview Workshop

DATES:

TIME :

PLACE:

WANTED:	Teachers and Administrators anxious to explore the local job market using the interview technique, and to share this experience with other educators and students.
DESCRIPTION:	Highlights of Agenda Names of Workshop Facilitators, Personnel Director/Manager
INCENTIVE:	$25.00 Stipend upon completion of the workshop and interview
COST:	Gratis
NUMBER:	Limited
DEADLINE:	3 weeks prior to the workshop
RESPOND TO:	Career Education Office - 864-7389

South Burlington Career Education
6/79

AGENDA FOR INTERVIEW WORKSHOP

1. State purpose of workshop (See Objective 5, South Burlington Career Education Project)

*2. Orientation to:

   a. Types of interviews
   b. Common errors or misconceptions
   c. Job Service

*3. Basic Interview skills

4. Fill out application form

   All participants choose a job from the list provided by the company represented in the workshop and fill out the application completely.

   Approximately 30 minutes later, the Personnel Director chooses two people to interview.

5. Model Interview

   The interviewer can be in front of the large group or involve more than one interviewer and break into sub-groups.

6. Critique of each Interview

   The critique is from the perspective of both the interviewer and the interviewee.

7. Role Playing

   Divide the group into teams of three to role play interviewing. Each person receives, gives, and critiques an interview.

8. Discussion

   Bring the entire group together for questions and comments.

9. Curriculum

   Discuss the relationship between interviewing skills and curriculum on all levels. Also include speakers, field experiences, career seminars.

   Handouts: (Enclosed)
   - Tips on Conducting a Tour
   - Resource Person/Field Trip Experience Follow-Up
   - Resource Card
   - Faculty Resource Card
   - Sample Interview Questions

10. Interview form completed (See Interview form)

    Using the 15 clusters as a guide, the participants choose a cluster, with the facilitator assuring equal representation in each cluster area. Collect the interview forms.

* Presented by a Personnel Director/Manager from a local business and/or an Administrator from Job Service.

SOUTH BURLINGTON CAREER EDUCATION

Objective 5

Twenty teachers/administrators will interview personnel to explore specific fields of work in the local region for the purpose of:

a) Exposing teachers to workers, a work place and specific worker values.
b) Identifying men and women in occupations which are not traditional for their sex and who are therefore representative of the wider career options now available to both young persons and adults.
c) Obtaining a series of audio tapes or written interviews for student use and/or dissemination.
d) Gaining interviewing techniques to be shared with students as they explore various fields and life styles.

LEARNER OUTCOMES:

After interviewing personnel to explore specific fields of work in the local region, the twenty teachers/administrators will:

- demonstrate interviewing techniques by interviewing people in the local job market to become familiar with job location, nature of the work, duties, responsibilities, training, necessary skills, educational background and attitudes about work.
- make observations concerning the local job market and future opportunities in specific job areas.
- share experience gained from the interviews with students and other educators.
- support the position that school curricula is related to career preparation and that knowledge and skills acquired in school are used in the world of work.
- have access to information to provide career oriented discussions, and experiences in the classroom, in addition to developing positive attitudes toward specific job areas.

SOUTH BURLINGTON CAREER EDUCATION

INTERVIEW WORKSHOP

THE INTERVIEW

NAME: DATE:

CLUSTER AREA:

OCCUPATION:

Day of week for interview:

Preferred time (Cannot be during school time!):

I would like to interview (a worker, an engineer, etc.) if possible:

I will: take photos/slides _____

video tape _____

write-up _____

(A tape recorder may be acceptable for notes, depending on the company.)

DUE in Career Education Resource Center by 4:00 P.M. March 27, 1979, if attending Monday Workshop, or, 4:00 P.M. March 29, 1979, if attending the Wednesday Workshop.

South Burlington Career Education
6/79

CONFIRMATION OF INTERVIEW

TO:

FROM: Career Education, 864-7389

DATE OF INTERVIEW:

We have set up the interview you requested.

You will be interviewing:

Name:

Title:

Address: Phone:

*Please call to confirm the appointment before your interview.

*Don't forget to pick up any audio-visual equipment that you might need.

*Please send a thank you after the interview. We can provide stamps.

We hope you enjoy the experience. If you have any questions, please call the office - 864-7389.

South Burlington Career Education
6/79

SOUTH BURLINGTON CAREER EDUCATION

INTERVIEW WORKSHOP

DISSEMINATION FORM**

NAME: DUE: April 27, 1979

CLUSTER AREA:

INTERVIEWED:

METHOD OF DISSEMINATION (A-V equipment, etc.)

I will share this experience with teachers by:

I will share this experience with students by:

Comments:

Date received:

**To be returned with completed interview

RESOURCE PERSON/FIELD TRIP EXPERIENCE FOLLOW UP

Resource _____ Date _____

Teacher making request _____ School _____

Type of resource utilized:

_____ Speaker

_____ Field trip experience

_____ Provided a class activity

How did this resource fit into your curriculum (lesson)?

What type of preteaching activities were involved?

What type(s) of follow up activities did you do with the class?

How effective was the resource in regards to fitting into your lesson plans?

Would you recommend utilizing this resource again? Why or Why not?

The Career Education staff appreciates feedback from you as to how effective this resource was in enhancing your curriculum. Please complete and return this form to the Career Education Resource Center at the Middle School. Should you have any questions, please call the office for assistance at 864-7389.

South Burlington Career Education
South Burlington, Vermont 05401

INTERVIEWER	INTERVIEWEE	POSITION/OCCUPATION	CLUSTER AREA	METHOD OF REPORT
Dick Roy	Ms. Mary O'Brien	Owner, Craft Works	Fine Arts and Humanities	Written Report
Tim Kahn	Mr. Racine	Airline Ticket Agent	Transportation	Tape
Tom Irwin	Mr. Claussen	Greenhouse Owner	Agri Business/ Natural Resources	Written Report
Roscoe Stevenson	Carolyn Cross	State Police Dispatcher	Transportation	Written Report
Ann Sorrell	Jack Burnham Lee Pledger	Digital	Manufacturing	Tape
Ernie Levesque	Max Pickel	G. E., Engineering Manager	Business and Office	Written Report
Don Culver	Policeman	South Burlington	Public Service	Tape
Bob Collins	Bill Herr	Systems Engineer, Bank	Business	Pictures/Booklet
Ellen Earley	Mrs. Nina Parris	Curator Fleming Museum	Fine Arts and Humanities	Written Report
Jeri Golovin	Chief Bergin	Navy Recruiter	Personal/Public Services	Tape

FACULTY RESOURCE

Name_____ School _____ Subj/Grade _____

Teaching Experiences:

_____

_____

_____

Jobs outside of teaching

_____

_____

Hobbies/ Interest

_____

_____

Colleges attended Location

1.
2.
3.

SOUTH BURLINGTON CAREER EDUCATION RESOURCE

Occupation/Business/Specialties

Name/Contact

Address Tel. No. (Home) (Business)

TYPE OF RESOURCE(S) WILLING TO PROVIDE:

_____ Speaker
_____ Tour/Field Trip
_____ Instructional Materials
_____ Shadowing Experience for Students
_____ Consultant in Area of Specialty

DESCRIPTION OF RESOURCE(S): (Grade level, group size, advance notice, comments)

DESIGN FOR CAREER EDUCATION

SOUTH BURLINGTON, VERMONT

In order to ensure a comprehensive continuum for Career Education activities, the "Design" includes an Implementation Strategy, K-12, and the division of responsibilities for Administrators, Department Chairpersons, Guidance Personnel, and Teachers.

Barbara-Jan Wilson
Carol Cossu
Janet Cronin
South Burlington Career Education
South Burlington School District
South Burlington, Vermont 05401

June 1979

The "Design for Career Education" is developed to ensure a comprehensive continuum for Career Education goals and activities in the South Burlington School District. The responsibilities of all personnel involved in the Career Education program are detailed in the Design in an attempt to distribute the duties equitably. The "Implementation Strategy" is a student-based guide that specifies by grade level and by subject area (where appropriate) Career Education experiences to which individual students should be exposed.

The following checklist shows the steps that resulted in our Design.

_____ 1. Compile needs assessment of Administrators/ Teachers/Students/Parents;

_____ 2. Review other school districts' Career Education plans and coordinate with State Career Education Plan;

_____ 3. Develop grade level/subject area objectives for elementary, middle and high schools ("Implementation Strategy");

_____ 4. Divide responsibilities for Administrators, Department Chairpersons, Teachers, Guidance Counselors and Career Education Coordinators;

_____ 5. Present a working copy of the "Implementation Strategy" and the "Responsibilities" to representatives from each group involved;

_____ 6. Each group submits written evaluation/comments on the Design;

_____ 7. Revise Design;

_____ 8. Select Career Education Coordinator(s) to assist in implementation of Design and Strategy;

_____ 9. Discuss finalized strategy and district/school timeline and action steps for the year with Administrators.

EVALUATION OF A CAREER EDUCATION DESIGN

Evaluation is one source of information for decision making. A monitoring technique is necessary to be sure the strategies are delivered and to determine if this delivery is effective.

More than one evaluative tool should be used in evaluation. Suggestions include:

1. Self Report Form - Teachers list Career Education functions during the quarter. The form provides the opportunity to say what is happening or why Career Education activities have not taken place and how the administration can provide assistance. This evaluative method shows commitment by a Principal and Department Head.

2. Observation - A list of criteria can be developed jointly by administrators and teachers for classroom observation.

3. Unobtrusive Teacher Interviews - These interviews can be during evaluation conferences or two minute conversations anytime.

4. Student Data - Compare the results of commercial tests such as the "Career Maturity Inventory" on a yearly basis. Also compare the results of the District Basic Competency test scores.

These suggested evaluative tools need to be continually refined, as does the Design itself, in order to ensure that the Career Education program is meeting the needs of the school and the students.

DESIGN FOR CAREER EDUCATION

SOUTH BURLINGTON SCHOOLS

ADMINISTRATORS	RESPONSIBILITIES
1. Ensure that "The Implementation Strategy for Career Education" is in operation and is evaluated and revised annually.	Supt., Asst. Supt., Principals, Directors of Guidance, Director of Pupil Personnel Services, Dept. Chairpersons
2. Include one Career Education objective in yearly professional development plan.	Supt., Asst. Supt., Principals, Directors of Guidance, Director of Pupil Personnel Services, Dept. Chairpersons
3. Include infusion of Career Education in staff evaluation.	Supt., Asst. Supt., Principals, Directors of Guidance, Director of Pupil Personnel Services, Dept. Chairpersons
4. Include specific Career Education responsibilities in job descriptions.	Supt., Asst. Supt., Principals
5. Interview teaching candidates on interest and knowledge of Career Education.	Supt., Principals, Dept. Chairpersons
6. Support visits to business and community as viable use of professional days.	Supt., Principals, Dept. Chairpersons
7. Encourage participation in Career Education conferences and courses.	Supt., Principals, Dept. Chairpersons
8. Select and encourage faculty to participate in Guidance Institutes and Career Guidance Institutes.	Superintendent
9. Select and support Career Education coordinators.	Asst. Supt., Principals
10. Revise syllabi, curricula and courses to include Career Education goals.	Asst. Supt.
11. Present annual report on Career Education to the School Board.	Asst. Supt.
12. Require new staff to attend a workshop on Career Education.	Asst. Supt.
13. Include Career Education in new programs that are incorporated into the district (i.e. Special Education, Title IX, Gifted and Talented).	Asst. Supt.
14. Offer summer workshops and courses in Career Education for recertification and salary credit.	Asst. Supt.
15. Allow a portion of the inservice budget to be used for Career Education (i.e. workshops, curriculum revision, release time, etc.)	Asst. Supt.

ADMINISTRATORS (cont.)

	RESPONSIBILITIES
16. Ensure that Career Education goal(s) are included in proposals that the district endorses.	Asst. Supt.
17. Continue to place Career Education as a priority in the analysis of individual school's design for the State Department of Education.	Principals
18. Encourage field trips and resource people to include a Career Education goal.	Principals, Asst. Principals, Dept. Chairpersons
19. Review new textbooks for stereotyping and Career Education concepts/ activities.	Principals, Dept. Chairpersons, Librarians
20. Meet semi-annually with Career Education Coordinators to formulate school plan for Career Education.	Principals
21. Encourage each PTO to elect a Career Education Committee or representative to assist the Career Education Coordinator.	Principals
22. Ask that as many IEP's as possible include a Career Education component.	Director of Pupil Personnel Services
23. Expand and update information in the Career Education Corner in the Community/High School Library.	Director of Guidance (High School), High School Librarian
24. Support the mentor/advisor system.	Supt., Asst. Supt., Principals, Guidance, Dept. Chairpersons

DESIGN FOR CAREER EDUCATION

SOUTH BURLINGTON SCHOOLS

RESPONSIBILITIES OF THE DEPARTMENT CHAIRPERSONS:

1. Ensure that the components of "The Implementation Strategy for Career Education" that pertain to specific subject areas are in operation and are evaluated and revised annually.

2. Include one Career Education objective in yearly professional development plan.

3. Evaluate staff on infusion of Career Education.

4. Revise the department's syllabus, curriculum or courses (as designated) to highlight/include Career Education goals and activities.

5. Support visits to business/community as viable use of professional days.

6. Encourage participation in Career Education conferences and courses.

7. Interview teaching candidates on interest and knowledge of Career Education.

8. Encourage field trips and resource people to include a Career Education concept.

9. Review new textbooks for stereotyping and Career Education concepts/activities.

6/79

DESIGN FOR CAREER EDUCATION

SOUTH BURLINGTON SCHOOLS

GUIDANCE	RESPONSIBILITIES
1. Ensure that the components of "The Implementation Strategy for Career Education" that refer specifically to guidance are in operation and are evaluated and revised annually.	Directors of Guidance, Middle School/ High School
2. Participate in classroom activities that facilitate self-awareness, interpersonal skills and decision making.	Guidance counselors
3. Offer classroom activities for teacher use.	Guidance counselors
4. Provide and disseminate updated occupational information (through contact with job services and local businesses) on employment opportunities and trends to teachers and students K-12.	High School Director of Guidance
5. Involve parents in the revision of the Student Plan in grades 5, 8, 9 and 11.	Directors of Guidance, Middle School/ High School, 5th grade teachers
6. Develop a Student Plan 5-12 1979-1980	Directors of Guidance, Middle School/ High School, 5th grade teachers
7. Implement a Student Plan 5-12 1980-1981 Introduce - Grade 5 Informal - Grades 6, 7 & 8 Formalize - Grades 9, 10, 11, & 12	Directors of Guidance, Middle School/ High School, 5th grade teachers
8. Refine Student Plan Concept 1981-1982	Directors of Guidance, Middle School/ High School
9. Establish parent groups for discussion/information purposes when need arises.	Elementary, Middle School, High School, teachers, volunteers
10. Determine testing policy for aptitudes and interests 6-12.	Directors, Middle School/High School
11. Incorporate "A Developmental Guidance Program, K-5".	Elementary Guidance (Chamberlin, Orchard), classroom teachers
12. Incorporate revised "Goals and Objectives for Middle School Counselors".	Middle School Guidance
13. Continue to coordinate and support the mentor/advisor system.	Middle School & High School Guidance Counselors.
14. Work cooperatively with Career Education coordinators and alternative career planning programs (CETA, etc.).	Directors of Guidance, High School/ Middle School Counselors

TEACHERS	RESPONSIBILITIES
1. Ensure that the components of "The Implementation Strategy for Career Education" that refer specifically to his/her subject matter or grade level are in operation and are evaluated and revised annually.	K-12
2. Include one Career Education objective in yearly professional development plan.	K-12
3. Include a Career Education goal in field trips, resource people.	K-12
4. Explore business and community through use of professional days.	K-12
5. Attend Career Education conferences and enroll in courses.	K-12
6. Assist the Guidance Office in implementation of the Student Plan.	5-12
7. Invite guidance counselors into the classroom to work on self-awareness, interpersonal skills, decision-making.	K-12
8. Become familiar with the Career Education Corner in the High School/Community Library and with materials in own media centers.	K-12
9. Acquaint student teachers and aides with Career Education goals.	K-12
10. Work with the Career Education Coordinators and alternative Career Planning Programs (CETA, etc.).	K-12
11. Participate in the Teacher-Resource Program district-wide.	K-12
12. Welcome visitors interested in Career Education and the district into class.	K-12
13. Display materials and set-up centers and bulletin boards relating to Career Education.	K-12, Librarians
14. Expand and update Career Education Corner in the Community/High School Library. Work cooperatively with Career Guidance Center.	High School Librarian
15. Share materials among schools.	Librarians, K-12 (Use interschool mail system)
16. Assist in the organization of field trips and resource speakers.	AV Director, Asst. AV Director, Librarians
17. Support the Mentor System.	6-12

CAREER EDUCATION COORDINATOR'S ROLE

Ideally there would be one Career Education Coordinator in each school. Depending on teacher interest, the Career Education Coordinator's role could be shared at the Middle and High School, with specific departments delegated to each coordinator. (Refer to yellow form on job description.)

CAREER EDUCATION WORKSHOP AGENDA

1. Introduce Modules prepared by Project Staff. (Refer to Modules)
2. Each Coordinator is given one hour to review a Module for presentation to the group.
3. Module presentation by each Coordinator.
4. Critique of Modules.
5. Each Coordinator prepares a time-line strategy for implementation of The Career Education Design for his/her school. Schedule the five (5) Coordinator Meetings.
6. Develop/locate ideas, handouts, etc. to present/share with faculty during the first two (2) months of school.
7. Work on classroom ideas.

South Burlington Career Education
6/79

The South Burlington Career Education Project is accepting applications for the positions of Career Education Coordinators for The High School, The Middle School, Central, Chamberlin, and Orchard.

QUALIFICATIONS:

Interest and enthusiasm for Career Education
Knowledge of basic Career Education concepts and activities
Time to devote to Career Education responsibilities
Willingness to assist teachers in implementing Career Education activities

INCENTIVE:

$500 stipend (for 72 hours)
3 salary and recertification credits (for 45 hours)

JOB DESCRIPTION:

1. Responsible to building principal and CE Regional Coordinator.
2. Attend two day workshop on Career Education June 18, 19, 1979.
3. Assist with motivation and continuation of Career Education activities within the school.
4. Assist in coordinating Career Education inservice within the district.
5. Distribute activities and materials for teachers.
6. Meet semi-annually with building principal to revise and evaluate Career Education Design.
7. Meet five times during the year with other CE Coordinators to share materials, ideas and strategies.
8. Organize one of the five meetings for CE Coordinators.
9. Work with State/Regional Career Education Coordinators to implement state funding within South Burlington.
10. Attend local Career Education conferences as invited.
11. Meet time commitments as outlined below.

TIME COMMITMENT:

36 weeks x 1½ hours a week		=	54 hours (at school working with teachers)
36 weeks x ½ hour a week		=	18 hours (prep time)
Total:	72 hours	=	$500.00
2 day summer workshop		=	14 hours
5 two hour meetings		=	10 hours
3 hours preparation for meeting		=	3 hours
1 day workshop (school year)		=	7 hours
1.5 day workshop (end of year)		=	11 hours
Total:	45 hours	=	3 credits
Total:	117 hours		

(This time must be devoted after regular school time.)

APPLICATION:

Please submit letters of application to your building principal by June 8.

Applications should address: why you are interested in the position, your experience with Career Education, the time you have to devote to Career Education, your concerns and suggestions for Career Education in your school and in the district.

Questions? Please call 864-7389.

THE FUNDING FOR THIS POSITION IS CONTINGENT UPON SOUTH BURLINGTON RECEIVING ADEQUATE STATE FUNDS FOR CAREER EDUCATION IMPLEMENTATION.

5/31/79

IMPLEMENTATION STRATEGY: STUDENT AWARENESS, EXPLORATION, PREPARATION AND PLACEMENT, K-12

Activity	K	1	2	3	4	5	MC			Responsibility
Introduce Student Plan Folder						x				5th grade teacher/guidance
Introduction to Career Planning through elective programs						x				M.S. Guidance
Shadow day for 5th grade to 6th grade						x				M.S. Guidance
Vehicle Day	x	x	x							Grade level teachers involved
Career Fair					x	x				Grade level teachers involved
Theme Structure: Discuss multitude of jobs available in each cluster. Emphasis on awareness.	HS/PS	Health	Trans.	Const. Fine Arts & Human.	Hos. Rec, Agri. Envir	Mar.Sci. Manufac. Commun. Media				All Teachers
Continue Field Trips/Speakers/ Resources	x	x	x	x	x	x	x			All Teachers
Introduction to Interview Techniques		x	x	x	x	x				Grade Level Teachers
Learning Center Displays in Media Center							x			Librarian
Follow Syllabus in Social Studies, or revise	x	x	x	x	x	x				All Teachers
Emphasis on Self-Awareness/Interpersonal/Decision Making Skills (Class Meetings)	x	x	x	x	x	x				Guidance/ Classroom Teacher
Awareness of Sex Bias and discussion of non-traditional roles	x	x	x	x	x	x	x			All Teachers/ Guidance
Use CE material purchased (refer to Bibliography)	x	x	x	x	x	x	x			All Teachers

Implementation Strategy (cont.):

Activity	K	1	2	3	4	5	MC			Responsibility
Advertising film, "Seeing Through Commercials"						x				Grade 5 teachers
Continued use of visuals including Bulletin Boards	x	x	x	x	x	x	x			All Teachers
"Importance of Communication" (Presentation & Activities)	x	x	x	x	x	x				Mary Feidner, Speech Therapist

Implementation Strategy (cont.):

Activity	5	6	7	8	Responsibility
Introduction to Career Planning through the elective programs	x	x			Guidance
Students are exposed to units on banking; budgets; and handling money wisely (B.C.)		x	x		Math
Get information from resource materials on occupations (B.C.)		x			English
Introduction to filling out an application (B.C.)		x			English/Math
Introduction to interviewing techniques		x			English
Write a business letter to find information on a particular occupation (B.C.)			x		English/ Social Studies
Shadow a worker for a half day to gain an understanding of work outside the classroom			x		Guidance
Introduction to the Community Library/Career Guidance Center/ Right to Read materials			x		Librarian/ Social Studies
Introduction to the High School				x	Middle & High School Guidance
Students visit high school to review course offerings				x	Middle & High School Guidance
Meeting with parents to explain the high school programs				x	Guidance
Invite in speakers from the community to talk about their jobs		x	x	x	All Depts.
Students use interviewing techniques to gather information (B.C.)		x	x	x	Librarian

Implementation Strategy (cont.):

Activity	5	6	7	8	Responsibility
Consumer Units-Activities causing students to become critical thinkers and economically aware of their world		x	x	x	English/Math/ Living Arts/ Social Studies
Utilize exploration/hands-on activity relating skills to actual usage		x	x	x	All Depts.
Update and expand the Student Plan Folder		x	x	x	Guidance
Complete application blanks and forms (B.C.)		x	x	x	English
Answer phone and take a message (B.C.)		x	x	x	English
Get information and assistance by phone (B.C.)		x	x	x	English
Read & Use Informational Materials on Jobs (B.C.)		x	x	x	English
Introduction to the variety of jobs available by clusters		x	x	x	Social Studies/ Guidance
Relating subject skills to occupational/life skills		x	x	x	All Depts.
Incorporate Guidance Goals and Activities into the regular classroom by working with teachers		x	x	x	Guidance
Career Fair sponsored by Student Council and guidance to examine jobs in the community		x	x	x	Guidance/Student Council/Community

Implementation Strategy (cont.):

Activity	9	10	11	12	Responsibility
Update of Student Plan (SP) or Career Education Folder (CEF)	x	x	x	x	Guidance/mentors
Introduction to Career Guidance Center, Guidance, Industrial Arts	x				English/IA Guidance
Introduction to Vocational Center/opportunities	x				Social Studies Guidance
Review skills, interests, goals for course selection	x				Guidance
Differential Aptitude Tests	x				Guidance
Meet with Parent/Student/Counselor to share above information	x				Guidance
Complete career goal sheet for SP/CEF	x				Science
Interview person about occupation/use of basics	x				Math
Introduction to electives: occupations and needs	x				All Depts.
Units on job interviews and media	x				English Guidance
Visit by students to Vocational Center	x				Guidance
Experience actual job interview (B.C.)	x				English
Knowledge of job market/job opportunities	x				Social Studies

Implementation Strategy (cont.):

Activity							9	10	11	12	Responsibility
Shadow Day								x			Guidance
Preparation and follow-up report of Shadow Day								x			English/Sponsor (All Depts.)
How to: budgeting, checkbook, income tax								x			Math/Business
Employer/Employee Obligations								x			Social Studies
Vocational: Selected participation in Shared Time Program									x	x	Guidance
Extended Opportunities for Shadow Experiences									x	x	All Depts. Guidance
Career Fair/College Day									x	x	Guidance/Area Colleges/Business
Letter to parents									x		Guidance
Introduction to Co-Op/EBCE/ Independent Studies									x	x	All Depts.
Priority Checklist-goals									x		Science
What will I be doing in five years? Essay for SP									x		English

Implementation Strategy (cont.):

Activity						9	10	11	12	Responsibility
Completion of job application									x	Math/Business
Film: "Mr. Rooney Goes to Work" and discussion									x	Science
Introduction of Job Services									x	Public Issues and World Affairs (PIWA)/ English
Genuine Job Interview									x	PIWA/English
Resume (on file) and paragraph on self									x	English
Survey: Next year's plans and discussion									x	PIWA/English
Employer Panel: Transition from school to work									x	PIWA
Mini workshops on post high school alternatives									x	Guidance
Graduate Return Day to discuss post high school									x	Science/Guidance
Highlight CE goals and activities as they appear in each curriculum/ course						x	x	x	x	All Depts.
Speakers, field trips, panels						x	x	x	x	All Depts.

B I B L I O G R A P H Y

O F

C A R E E R E D U C A T I O N M A T E R I A L S

I N

S O U T H B U R L I N G T O N

South Burlington Career Education
South Burlington School District
South Burlington, Vermont 05401

This list of materials was purchased as part of the Career Education Project in South Burlington 1978-1979. Consult the District Media List for other Career Education materials.

6/79

Butterick Publishing Career Education Program. Entering The Working World, 4 FS/T, 30 Workbooks. 1. You and the Working World 2. Landing A Job 3. Lifestyle On and Off the Job 4. Your Future: Aiming High. Workbooks: A Do It Yourself Guide to Career Planning. Set & Workbooks HS.

Career Education Project, Cashmere, Washington. The Original American Early Morning Primer. A How-To-Do-It Guide for implementing Career Education in Rural Schools; an example of how one school system restructured their curriculum to integrate career education concepts.

Career Education Project, Cashmere Washington. Communicating Successful Career Education - Methods and Procedures in Rural American K-12 Settings. Demonstrates an effective rural model and communicates the effective practices to similar communities; Volumnes II & III are appendices. Volumnes I & III are available at this time.

Career Education Project, Cashmere, Washington. Activity Guides, K-5, 6-8 Language Arts and Career Education, complete set. Social Science and Career Education, 6-8, 9-12. Math and Career Education, complete set. Science and Career Education, complete set. Vocational Education Courses and Career Education 8-12. Spanish and Career Education, 9-12. Music and Career Education, K-12. Art and Career Education, K-12. Health and Career Education, K-12. P.E. and Career Education, K-12. Guidance Activities for Career Education.

Career Education Project, Cashmere, Washington. Planning, Conducting and Evaluating Career Education Workshop, Introduction and Orientation to Career Education, Career Education Curriculum Development, Involving the Community: Interaction Between the World of Work and the World of Education, Recognizing and Eliminating Sex and Race Stereotyping in Behavior and Career Education Materials, Constructing Career Education Games, Bulletin Boards and Activity Kits,Establishing a Student Career Education Resource Center, Evaluating Career Education Programs, Student Objectives and Materials, Implementing a K-12 Comprehensive Career Education Program.

Career Education Resource Center, Hyannis, MA. Project Bicep: A Curriculum Model. Decisions & Problem Solving - Occupational Information. "Career Awareness K-6" Series of activities directly relating to 2 of 6 goals of career awareness & interpersonal skills (in 6 content areas arranged by level K-3 and 4-6).

Career Education Resource Center, Hyannis, MA. Project Bicep: A Curriculum Model. Self Awareness - Interpersonal Skills. "Career Awareness K-6" Series of activities directly relating to 2 of 6 goals of career awareness self awareness & interpersonal skills (in 6 content areas arranged by level K-3 and 4-6).

CFKR Career Materials, Belmont, CA. Job-O-Manual, Dictionary, Insert Folders, The College Major Handbook, The Major Minor Finder, The Major Minor Finder Manual, Insert Folder: MMF. 5 to HS Guidance, CEC.

Chamber of Commerce. Economics for Young Americans, Phase II. 4 FS/T: The Business of Competition, Why The Price, Check Your Paycheck, The Sense of Saving. 1 kit, MS Library.

Developmental Learning Materials. Career Identity Cards. 2 kits. Central, and Orchard.

Developmental Learning Materials. Career Flip Book. 2 books. Central and Orchard.

Developmental Learning Materials. Money Dominoes. 1 game. Chamberlin.

Developmental Learning Materials. Money Game - Learning Game Board. 1 game Central.

Developmental Learning Materials. Survival Signs. 3 kits. One kit each media center.

Developmental Learning Materials. Written Language Cards - Careers. 1 kit. Speech Therapist.

Developmental Learning Materials. Combined Poster Kits. 1 package. Chamberlin.

Developmental Learning Materials. Occupation Match-Ups. 3 sets. Central Orchard, Chamberlin.

Developmental Learning Materials. Practical Mathematics in Metric Form - Level 11. Laminated kit. 1 set. Chamberlin.

Developmental Learning Materials. Occupation Word Hunt II. Dittos. Word Search. 1 set. Orchard.

Developmental Learning Materials. Career Crosswords. Dittos. 3 sets. 5th grade each school.

Developmental Learning Materials. Shopping Lists Game. Making change up to $5.00. 3 games. Central, Chamberlin, Orchard.

Developmental Learning Materials. Shopping Lists Game II. Making change up to $75.00. 3 sets. Grade 5 each school.

Developmental Learning Materials. Clock Stamp. 1 kit. Chamberlin.

Developmental Learning Materials. Clock Puzzles. 1 set. Chamberlin.

Developmental Learning Materials. International Signs & Synbols. 1 set Central.

Developmental Learning Materials. How to Solve Story Problems. Laminated kit. 3 sets. Grade 4 each school.

Developmental Learning Materials. Addition & Subtraction Cross Puzzles. 1 package. Central.

Developmental Learning Materials. Occupation Photographs. Black & White. 1 set, Chamberlin.

Developmental Learning Materials. Coin Stamps(Heads). For use with stamp pad. 3 kits. Media Center each school.

Developmental Learning Materials. Coin Stamps (Tails). For use with stamp pad. 3 kits. Media Center each school.

Developmental Learning Materials. Moving Up In Numbers. Laminated kit. 1 kit. Orchard.

Developmental Learning Materials. Building Match-ups. 1 set. Chamberlin.

Developmental Learning Materials. Occupation Word Hunt 1. Dittos. Word Searches. 2 sets. Central, Chamberlin.

Developmental Learning Materials. Moving Up In Money. Laminated kit. Begins with individual coins and progresses to making change. 3 sets. Central, Chamberlin, Orchard.

Developmental Learning Materials. Moving Up In Time #344. Laminated kit for learning to tell time. Central, Chamberlin, Orchard.

Educational Insights. Sports 'n' Things. Spirit Masters. Complete set. MS.

Educational Insights. Values. Spirit Masters. 1 copy. Guidance/HS.

Educational Services. Dictionary Studies: Volume III. Grade 3-6. Duplicating Masters. Chamberlin.

Fearon-Pitman Publishers, Inc. The Big Fearon Bulletin Board Book. Includes patterns & ideas in all subject areas & career education. 3 copies.

Freeman, W.H. and Company. Microelectronics - A Scientific American Book. The chapters in this book were first published in the September 1977 issue of Scientific American. 1 copy. HS/Math.

Harris, William R., Vocational Education Company. Career Math - Grades 9-12. Worksheets for Independent or Group Study.

Illinois Office of Education. The K-3 Hand Book, The 4-6 Hand Book, The 7-8 Hand Book. Complete Set.

Instructor - Learning Center. Expanding Career Awareness. Learning Center 4-6. MS.

Instructo. Indians of North America. Activity - Oriented Duplicating Masters. MS.

Instructo Corporation. Eskimos of North America. A Multi-Media Learning Kit. HS/SS.

Instructo Corporation. Regions of the World. A Multi-Media Learning Kit. MS.

Department of Instructional Services. Foreign Languages and Education. Curriculum guides; 1 each: French, German, Spanish, Latin.

Department of Instructional Services. Curriculum Log - Program for the Gifted. Represents an attempt to depict the goals of the program and the instructional activities used to attain these goals. Purpose: to provide sense of direction for planning instruction.

Janus Book Publishers. Janus Job Planner: Getting Around Cities and Towns, Finding a Good Used Car, Reading a Newspaper, Reading Schedules, My Job Application File, Alex on the Grill, Bob the Super Clerk, Janet the Hospital

Helper, Jester the Bellhop, Johnny at the Circuits, Julie at the Pumps, Kerry Drives a Van, Larry the Logger, Laura Cares for Pets, Tony the Custodian, Sampling of Signs from Books A-D: Book A - In. Slow. Nurse. Danger. Restroom. Hands Off. School Zone. No stopping. Book B - Exit. Fragile. Hospital. Flammable. No Bare Feet. Bicycles Only. Lost and Found. Handle With Care. Book C - Polluted. Fire Escape. Apartment for Rent. Swim at Your Own Risk. Smoking Prohibited. Book D - Junction. Fire Permit Required. No Life Guard On Duty. Authorized Personnel Only. Drugstore Language, Restaurant Language, Job Application Language. Contains activities to help secondary students with process of self assessment; teacher's manual.

Janus Book Publishers. Janus Job Interview Guide. Purpose is to help job seekers prepare for the job interview; first 3 chapters explain nature of interview; the steps to be followed, and the do & don'ts of the actual interview; emphasis is on entry level jobs and also teacher's manual.

Learning Handbooks. Developing Individual Values in the Classroom. Practical activities, teaching ideas, approaches to help students clarify their values.

Learning Handbooks. Resolving Classroom Conflict. Strategies, techniques, practical approaches that promote classroom harmony.

Learning Handbooks. Motivating Today's Students. Strategies, activities, approaches to help teachers motivate students.

Lothrop, Lee & Shepard. What Can She Be? A Film Producer. 3 copies. Central, Chamberlin, Orchard.

Lothrop, Lee & Shepard. What Can She Be? A Geologist. 3 copies. Central, Chamberlin, Orchard.

Lothrop, Lee & Shepard. What Can She Be? An Architect. 2 copies. Chamberlin, Orchard.

Lothrop, Lee, Shepard. What Can She Be? A Farmer. 3 copies. Central. Chamberlin, Orchard.

Lothrop, Lee & Shepard. What Can She Be? A Legislator. 3 copies. Central Chamberlin, Orchard.

Lothrop, Lee & Shepard. What Can She Be? A Police Officer. 2 copies. Central & Orchard.

Lothrop, Lee & Shepard. What Can She Be? A Musician. 2 copies. Chamberlin & Orchard.

Lothrop, Lee, & Shepard. What Can She Be: A Newscaster. 1 copy. Orchard Library.

McGraw-Hill. Touring the Regions of the World Learning Center. 1 copy. MS/SS.

McKnight Publishing Co. Understanding America's Industries. 1 copy. HS Library.

McKnight Publishing Co. Entering the World of Work. 1 text, 1 activity book, 1 activity key. Resource Center.

McKnight Publishing Co. Introduction to Manufacturing Careers. Text-Activity Manual. 1 copy. HS/IA.

McKnight Publishing. Exploring Careers in Industry. 1 copy. HS Library.

McKnight Publishing. Construction Employment Role Playing Cards. 1 box. HS/IA. MS/CT.

McKnight Publishing Company. Succeeding in the World of Work. 1 textbook, 1 activity book, 1 teacher's guide, 1 strategies for implementing work experience programs. 1 set. CEC.

McKnight Publishing Company. Worker Trait Group Guide & 6 Charts. 1 hardcover copy, 6 charts. CEC.

McKnight Publishing. Exploring Career Decision-Making. Teacher Edition. 1 copy. CEC.

McKnight Publishing. Exploring the Construction Industry. Buying and Selling Real Estate. FS/T. 1 set. HS Library.

Mesa Arizona Public Schools. Kit composed of following titles: Kin: Self Awareness, Interpersonal Relations Level I, Understanding Myself & Others Level III, Let's Talk About It, Decisions & Values.

Milton Bradley. Confused Words. Vocabulary - Duplicating Masters.

Milton Bradley Company. Main Idea & Detail (Reading Comprehension). Duplicating Masters. 1 copy. Chamberlin.

Milton Bradley. Inference & Conclusions. Reading Comprehension. Duplicating Masters. 1 copy. Chamberlin.

Milton Bradley. Just Beginning to Read.

Milton Bradley. Sum Search Addition Level 1. Duplicating Masters. 1 copy.

Milton Bradley. Applied Mathematics. For Business and Home - Cassette Program. Grades 6 and above. 1 copy. HS.

Milton Bradley. Read Carefully. Reading Comprehension Worksheets. 1 copy.

Milton Bradley. Reading Comprehension Stories Level 1. 1 copy.

Music Educators National Conference. Careers and Music. Consists of 5 introductory articles on careers in music, articles by professionals in the various fields on 43 music related careers and extensive lists of relevant organizations and resources. 6 copies to music teachers. 5 copies to library.

Milton Bradley. Wordskills - Advanced. Duplicating Masters. 1 copy.

Milton Bradley. No Words Reading Readiness. Duplicating Masters. 1 copy. Orchard.

Milton Bradley. Reading Readiness. Duplicating Masters. 1 copy. Orchard.

Milton Bradley. School-Subject Occupation Index. 1 copy. CEC.

Milton Bradley. Minus Mysteries - Subtraction Level 1. Duplicating Masters. 1 copy. Central.

Milton Bradley. Mad Adders Addition Level 11. Duplicating Masters. 1 copy. Central.

Milton Bradley. Handwriting. Duplicating Masters. 1 copy. Central.

New England School Supply. Value Exploration Through Role Playing. Practical strategies for use in the classroom. 1 copy. HS Guidance.

New England School Supply. Career Exploration: Social Studies Duplicator Book. Worksheets for Independent & Group Exploration, Grades 9-12. HS/SS.

Partners in Career Education. Teacher-Developed Infused Curriculum Modules, Basic Learner Outcomes for Career Education, Career Education Implementation Guide, Matrix of Basic Learner Outcomes for Career Education, Career Education Workshop Participant's Guide, Needs Assessment and Evaluation Guide For Career Education, Career Education Workshop Leader's Guide. "Career Education Grades K-3 all subjects" - one of six volumes in series. Activity ideas infusing career education concepts in specific subject matter. Clear, easy-to-use, very specific format.

Regents Publishing Company, Inc. Careers in Foreign Languages. A handbook; attempt has been made to include such relevant information as: education & training needed, rate of pay, history of the position, work conditions, opportunities for advancement, economic demand for the work, examinations, licenses and/or certificates needed, benefits and location of positions. HS.

Schaffer, Frank Publication. Prefixes, Suffixes and Syllabication. 1 copy. Chamberlin.

Schaffer, Frank Publication. Sentence Sense. 1 copy. Chamberlin.

Schaffer, Frank Publication. The Mystery Sentence Coloring Book. 1 copy.

Scholastic Book Services. Explore - Unit 1 - Unit 2 - Unit 3. FS/T. Unit 1 - Work? Play? Analyze hobbies, personal interests, extracuricular activities. Unit 2 - Who? What? When? Why? Personalities & jobs; jobs that fit with people's needs & skills; types & duration of training; reasons people work. Unit 3 - Career Connections, turn fun into a career; interviews. 1 each Unit 1 - Central, Unit 2 - Chamberlin, Unit 3 - Orchard.

Scholastic Book Services. World Maps - Scholastic Social Studies Skills. Ditto Masters. 1 copy. HS.

Scholastic Book Services. Scope Visuals 27 - Reading Contracts and Forms. Ditto Masters. 1 copy. HS.

Scholastic Book Services. Scope Visuals 19 - Reference Skills. Ditto Masters. 1 copy. HS.

Scholastic Book Services. Scope Visuals 12 - Getting Applications Right. Ditto Masters. 1 copy. HS.

Scholastic Book Services. Becoming Yourself - Exploring My Identy (Unit 1) Expressing Myself (Unit 2), Understanding Myself & Others Unit 3. FS/T Central, Orchard, Chamberlin.

Scholastic Book Services. I Can 1 & 2. Unit 1 - Creative activity in dancing, singing, cooking, making & giving gifts, fastening things together. Unit 2 - Develops accomplishments in building, taking care of themselves & others, communication, Chamberlin K-3, Orchard K-3.

Scholastic Book Services. Beginning Concepts - People Who Work - Unit 1 & 2 K-3 program FS/T. Unit 1 - Pediatrician, VT Baker, Park Ranger, Toy Factory, Quilts, Unit 2 - Architect, Photographer, Pilot, Pet Shop Owner, Farm. Orchard (unit 1), Chamberlin (unit 2).

Scholastic Book Services. Opportunity: A CE Program from Scholastic. 8 FS/T. Interview (1 & 8), At Work (2,3,4,5,6), On the Job (7). Career Logs: 28, Teaching Guide, HS.

Scholastic Book Services. Critical Thinking. Ditto, HS/SS.

Scholastic Book Services. Reference and Research - Scholastic Social Studies Skills. Ditto Masters. 1 copy. HS/SS.

Scholastic Book Services. Real Life Reading Skills: A Scholastic Program in Functional Literacy. Real Life Teaching Guide. Real Life Visuals - 20 Real Life Workbooks.

Scholastic Book Services. Real Life Math Skills (60 workbooks). Real Life Math Skills (2) visual/spirit masters. Real Life Math Skills (2) teacher's guide. MS/HS.

Scholastic Book Services. Scope Visuals 16 Career Crosswords. Ditto Masters. 1 copy. HS.

Scholastic Book Services. Scope Visuals 7 - Critical Thinking Skills. Ditto Masters. MS/SS.

Scholastic Book Services. Search Visuals 13 - Social Studies Skills Games: Volume One. Ditto Masters. MS/SS.

Scholastic Book Services. Search Visuals 14 - Basic Competency Skills I Getting and Keeping a Job. Ditto Masters. MS.

Sherwood Company. Music Business Handbook and Career Guide. Comprehensive coverage of today's music business: record production; artists' contracts; royalties, copyrights; unions, music in advertising & scoring. 1 copy.

Society for Visual Education, Inc. World of Work Adventures of the Lollipop Dragon. 6 Sound filmstrips and guide. 1 kit. Central.

Springfield, Illinois Office of Education. Occupational Education Coordinator's Handbooks. In 3 parts by grade level K-3, 4-6, 7-8. continued...

Handbooks for integrating occupational information with academic subjects. Following section on bulletin board ideas are separate subject areas (social studies, language arts, math, science) containing teacher & student directed activities. 2 copies.

Superintendent of Documents. Occupational Outlook Handbook, 1978-79 Edition. Employment Information on Occupations for use in Guidance; Department of Labor publication; comprehensive descriptions including education & employment outlook.

Superintendent of Documents. Dictionary of Occupational Titles, Fourth Edition, 1977. Focuses on occupational classifications and definitions; includes standardized and comprehensive descriptions of job duties, related information for 20,000 occupations.

Texas Education Agency. A Student Needs Assessment. Texas - Career Education Measurement Series; report describing the results of the statewide assessment in career education.

Touch & See. My Ancestors Are From Everywhere. For Multi - Cultural Learning Center. 2 sets. MS/SS.

Vermont Department of Education. Using Our Communities: An Outline for Action in Vermont Schools. Booklet designed to show what has gone on in some Vermont schools in field of "community studies"--making first-hand experience of work in the local community focus of some student work.

Vision Films. Seeing Through Commercials. 16 mm film. A Children's Guide to T.V. Advertising. suggested for grade 5, M.S., H.S. catalogued through HS AV Department.

Walch, J. Weston Publishers. Making A Living At Music. 1 copy.

Walch, J. Weston Publishers. 50 Activities for Exploring Careers in Music. MS/Music.

Walch, J. Weston Publishers. 103 Quotations on Handling Yourself. Guidance.

Walch,J. Weston Publishers. Careers for Musical People. 18 posters describing 18 different "musical" occupations. MS/Music.

Workman Publishing Company, Inc. Be What You Want To Be. The complete dress-up and pretend craft book. MS Library.

World Productions. Listening Your Way - To Read Word Problems. Multi-Media Kit. MS.